

THE ROLE OF THE ADMINISTRATOR IN THE KANSAS  
COOPERATIVE EXTENSION SERVICE

by 45

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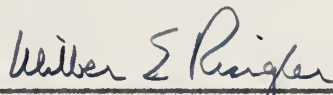
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## CHAPTER I

### INTRODUCTION

The Smith-Lever Act of 1914, in creating the Cooperative Extension Service established as its major function:

. . . to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same . . . .<sup>1</sup>

While operating under this broad mandate, Extension has found it necessary to design specific programs to meet ever-changing needs and situations. The recent Scope Report emphasized this fact by stating:

One consistent characteristic of Extension work has been the necessity to shift programs and methods to meet ever-changing conditions and demands. Extension workers have been acutely aware of this need from the beginning. The tempo of such changes has been accelerated dramatically during the past decade. Every evidence points to an even faster acceleration in the decade ahead.<sup>2</sup>

Along with changes in the programs, policies, and services of Extension have come changes in the roles of its personnel including its administrators.

### PURPOSE AND NEED FOR THE STUDY

This study was concerned with the administrative role of the Cooperative Extension administrator in Kansas as perceived by the administrators,

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<sup>1</sup>Smith-Lever Act of Congress, 1914.

<sup>2</sup>Subcommittee on Scope and Responsibility, The Cooperative Extension Service Today--A Statement of Scope and Responsibility (Washington: Federal Extension Service, April, 1958), p. 5.

specialists, and district supervisors of that organization. The general purpose of the study was to attempt to define more clearly the role of the Cooperative Extension administrator in Kansas.

Russell T. Gregg pointed out the importance of role definition when he wrote:

Administrator behavior is an important factor in organizations of all kinds. It probably is, or should be, the crucial energizing force in all the cooperative efforts of people. If this is true, it is essential that administrators, and their associates as well, have as much understanding as possible of the processes through which administration can serve effectively the needs of organizations and of the people who compose them.<sup>3</sup>

Trent stated: "In an organization it is important that individuals have a clear understanding of their own duties and responsibilities."<sup>4</sup> He also noted: "They should also have some understanding of the duties and responsibilities of others with whom they work."<sup>5</sup>

Quite often there is a considerable difference of opinion within an organization about what constitutes an individual role. There may even be disagreement among people occupying similar positions within an organization as to what constitutes their role. Since morale or job satisfaction in an organization may depend a great deal upon similar role expectations of its members it is important to determine to what extent concurrence does exist and to establish guidelines for agreement.

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<sup>3</sup>Russell T. Gregg, "The Administrative Process," Administrative Behavior in Education, (New York: Harper and Brothers, 1957), p. 269.

<sup>4</sup>Curtis Trent, "The Administrative Role of the State 4-H Club Leader in Selected States--A Study in Role Perception" (Ph. D. thesis, University of Wisconsin, Madison, 1961), p. 6.

<sup>5</sup>Ibid.

McNabb stresses the importance of that aspect of organization in his observation:

Conflict and misunderstanding could no doubt, be avoided if there is agreement in role perception and between role perception and performance by those in the various levels of interaction. If expected performance varies greatly from actual performance, maladaptation and malintergration would likely result in the entire social system.<sup>6</sup>

To help prevent these problems this study compared the opinions of the administrators, district supervisors, and specialists, of the Cooperative Extension Service in Kansas, regarding the role of the Extension administrator.

### OBJECTIVES

The objectives of this study were:

1. To determine the rank order of importance of selected functions of the Cooperative Extension administrator in Kansas as they should be performed and as they are currently being performed as perceived by the administrators, district supervisors, and specialists of the Cooperative Extension Service in Kansas.
2. To compare the emphasis that should be placed on selected administrative functions and the emphasis that is currently being placed on them, as perceived by the respondent groups, both separately and collectively.
3. To determine the amount of consensus among and within respondent position groups, as to the importance of the functions by the emphasis categories associated with them.

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<sup>6</sup>Coy Gaylord McNabb, "The Administrative Role of the County Extension Director in Missouri" (Ph. D. thesis, The Ohio State University, Columbus, 1964), p. 6.



4. To determine if the factors of: age, experience as a county worker, number of years in present type of Extension work, degree held, induction training received and Extension education course work received, related to the concept of the role of the administrator by the respondents.

#### DEFINITION OF TERMS

In order to limit the concept of certain terms to their application in this study they are defined as follows:

Consensus. Agreement. "High" consensus was constituted by a consensus score of 70 or greater. "Medium" consensus was a score of 50 through 69 and "low" consensus was a consensus score of 49 or less.

Considerable. A difference of four or more ranks.

District supervisors or supervisors. The district agricultural agents and district home economists responsible for coordination of all Cooperative Extension work among the various Extension administrative divisions of counties in Kansas.

Extension administrators or administrators. Those persons in the Extension organizational grouping known as Project I (Extension Administration), plus all state leaders, associate state leaders, and academic department heads of Kansas State University with administrative responsibilities over Cooperative Extension specialists.

Extension Service or Extension. The Cooperative Extension Service created by the Smith-Lever Act of 1914.

Extension specialists or specialists. Includes all Extension subject matter specialists, associate and assistant editors, section leaders, district

economists, farm-management fieldmen, area agriculturalists, area and district foresters, area engineers, assistant state leaders, and 4-H club specialists.

Function. A specific activity or group of similar activities that are performed by an incumbent of a position.

Position. The location of an individual or group of individuals within an organization.

Respondent group. A group of individuals occupying similar positions within the Extension organization to whom the measuring device for the study was submitted.

Role. What an individual does as an occupant of a position within an organization.

Role consensus. Agreement among or within the groups regarding the role.

Role expectation. That which is expected of an individual occupying a particular position within an organization regarding the functions of that position.

Role perception. How one views the functions of his or someone else's position within an organization.

## SCOPE AND PROCEDURE

### The Research Design

The data used in this study were obtained as a portion of a group-developed role study of seven defined position groups within the Extension Service in Kansas. The position groups were: (1) administrators,



(2) district agricultural agents, (3) district home economists, (4) specialists, (5) county agricultural agents, (6) county home economists, and (7) county 4-H club agents.

The author participated with other graduate students and Extension faculty members in the preparation of a questionnaire to be used as the measuring device for the study. The questionnaire contained a list of thirteen major functions, for the administrator's position, which were identified from literature and research studies. Provision was made for additional functions to be listed from the practical experience of the respondents.

The functions listed were rated by the respondents both as to emphasis that they were currently receiving and emphasis that they should be given. Emphasis was described by a rating scale of five descriptive terms with assumed equal distant numerical values of one (low) through five (high). The terms, from the highest numerical value to the lowest were: "major," "important," "intermediate," "minor," and "no," respectively. All functions were rated by this scale.

The thirteen administrative functions rated by the respondent group were:

1. Recruiting and orienting his immediate staff.
2. Formulating and defining the purposes and objectives of the organization.
3. Evaluating programs and progress made.
4. Serving as a public relations person for Extension.
5. Reporting program progress and accomplishments.
6. Planning broad educational programs.

7. Delegating and allocating authority and responsibility.
8. Stimulating and motivating the staff.
9. Establishing budgets and other formal arrangements.
10. Evaluating the quality and quantity of staff performance.
11. Coordinating the efforts of the staff.
12. Developing and maintaining the organizational arrangements.
13. Keeping up to date on pertinent new developments and research in the field of administration.

For brevity and ease of reference, a standard set of abbreviations for the thirteen functions is used throughout the text. These abbreviations are shown in Appendix A.

The questionnaire developed was critically reviewed by Extension faculty members and then pretested with selected Extension personnel. The questionnaire was then sent to every professional Cooperative Extension worker in Kansas with instructions to each person on which sets of position functions to rate. This study used only a part of the data collected in the complete group-developed study.

Certain assumptions considered basic to this study were:

1. Rating the selected functions effectively served as a measure of the respondents' expectations toward the role of the Cooperative Extension administrator.

2. That all groups of respondents were sufficiently acquainted with Extension administration to have a concept of the role.

3. That the respondents understood the functions used, and gave valid responses regarding their true perceptions of the functions listed.

### Collection and Analysis of the Data

Questionnaires were mailed to all respondents for the entire group-developed project. This included the entire population of the three respondent groups for this study. Provision was made on the face data sheets to properly identify the responses for categorization. No provision was made for identification of the respondents by name to encourage honest and valid answers.

Prior to mailing the questionnaires, all questions and functions were pre-coded to facilitate the use of IBM equipment. As the questionnaires were returned, they were checked, numbered, and all data were punched and verified on IBM cards. The data were then sorted and tabulated by the use of equipment in the computing center at Kansas State University. The author then sorted out the data for the respondent groups used in this study (those replies from the administrators, specialists, and district supervisors). Table I shows the distribution of respondents by their type of position.

TABLE I  
DISTRIBUTION OF RESPONDENTS BY TYPE OF POSITION

Respondent Group	Frequency Number	Distribution Per cent
Administrators	18	15
Specialists	95	78
District Supervisors	9	7
Total	122	100



The computer program used gave by respondent groups the ratings of each administrative function by number of respondents, percentage distributions and mean weighted scores. A correlation matrix of functions and variables was also developed by computer.

The data were analyzed by various descriptive statistical techniques including mean weighted scores, rankings, percentage distributions, Spearman's rank correlation coefficients, Kendall's coefficients of concordance, and Pearson's product moment correlations.

#### Limitations of the Study

Byrnes wrote, "How one performs his job (his role behavior) is a compromise between how he defines the job for himself and how he perceives others expect him to behave."<sup>7</sup>

This study has been limited to the role of the Extension administrator of the Kansas Cooperative Extension Service. It was further limited to perceptions of that role held by the three respondent groups selected from that organization. Although many persons and groups influence the role of the administrator it was felt that the selected groups constituted a sound basis for understanding and defining the role of the Cooperative Extension administrator in Kansas.

No attempt has been made to generalize the findings, conclusions, or recommendations of this study beyond the scope of the Kansas Cooperative Extension Service.

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<sup>7</sup>Francis C. Byrnes, "Communications in Formal Organizations," Administration in Extension, Robert C. Clark and Roland H. Abraham, editors (National Agricultural Extension Center for Advanced Study, University of Wisconsin, 1960), p. 164.

## CHAPTER II

### REVIEW OF THE LITERATURE

In order to develop a better understanding of the role concept approach to defining the job of the Extension administrator a thorough review of the literature was conducted. Areas of information which were examined included: (1) Cooperative Extension's history, policy and anticipated future, (2) Theories of administrative behavior (with emphasis on Cooperative Extension), (3) Concepts of role, position, perception, consensus, functions, expectations, communications, and (4) Role studies of other organizations.

### COOPERATIVE EXTENSION AND ADMINISTRATION

As stated previously, the expressed goal of the Cooperative Extension Service as stated in the Smith-Lever Act is:

. . . to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same . . . .<sup>1</sup>

The Scope Report explains:

County Extension agents are supported by the resources of their respective land-grant colleges and universities. This support is provided by state-headquartered technical and administrative Extension workers. Also available is the work, and to a limited degree the personnel, of the state experiment stations and resident teaching staffs. The technical information and resources of the U. S. Department of Agriculture also are available and used to make the efforts of county Extension workers most productive.<sup>2</sup>

When determining the ultimate success or failure of the Cooperative

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<sup>1</sup>Smith-Lever Act, loc. cit.

<sup>2</sup>Scope Report, op. cit., p. 4.



Extension program then, it would appear that its ability to accomplish, at the local level, those goals set forth by its founders must be evaluated. Consequently it would also appear that each person's role in the organization must be designed toward contributing to that end result. It was with this purpose in mind that the author examined the literature for expectations of others toward the role of the Extension administrator.

Tead maintains that the administrator who works with people is an executive and to be successful he must also be a leader.<sup>3</sup> He lists as duties of the executive:

1. Planning and defining policies and procedures.
2. Organizing the activities of others.
3. Delegating authority and responsibility.
4. Controlling these in terms of the results desired.
5. Supervising the general progress of results.
6. Giving general orders on instructions.
7. Interpreting and transmitting policies.
8. Training key subordinates to carry the executive load.
9. Co-ordinating all the various efforts and elements.
10. Stimulating and vitalizing all the individuals who are contributing their effort.<sup>4</sup>

He defines "leadership" as, ". . . the activity of influencing people

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<sup>3</sup>Ordway Tead, The Art of Leadership (New York: McGraw-Hill Book Company Inc., 1935), p. 115.

<sup>4</sup>Ibid., p. 15.

to cooperate toward some goal which they find to be desirable."<sup>5</sup>

Kelsey and Hearne say the good administrator in Extension should be:

. . . a teacher of the philosophy, policies and methods of Extension. He plans, directs and supervises the work of others. He multiplies himself through others. As in administration generally, he is responsible for getting things done as well as for doing things himself.<sup>6</sup>

They list as desirable qualifications:

1. Successful experience in several of the fields he is to administer.
2. An established position of leadership and confidence among his co-workers.
3. Agricultural background.
4. College education.<sup>7</sup>

In addition, many authorities recognize the importance of high personal qualifications such as integrity, sound judgment, fairness, good health, technical mastery, decisiveness, faith, courage, honesty, initiative, perseverance, ability to speak and write well, sense of humor, organization sensitivity and purpose of direction.

Albrecht, in calling attention to changing patterns of Extension administrative responsibilities in recent years, gave the following areas as demanding more attention from the administrator:

- I. Stimulation of interest in professional improvement:
  - (1) To assure assembly of a staff competent to deal with the technical complexities of modern agriculture and related enterprises and
  - (2) To assure professional recognition by colleagues in research, instruction and in industry.

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<sup>5</sup>Ibid., p. 20.

<sup>6</sup>Lincoln David Kelsey and Cannon Chiles Hearne, Cooperative Extension Work (third edition; Ithaca: Comstock Publishing Associates, 1963), p. 66.

<sup>7</sup>Ibid.

- II. Establishment of a financial structure which will permit Extension:
  - (1) To avail itself of adequately up-to-date facilities and
  - (2) To employ a thoroughly competent staff.
- III. Establishment of a personnel management program which will:
  - (1) Improve employment standards;
  - (2) Increase opportunities for staff and
  - (3) Make more efficient use of staff and other resources (mass media, area agents).
- IV. Bring Extension to a position of foremost leadership among the agencies servicing the agriculture, home and youth interests of the nation.
- V. Advance the interests and strengthen the position of Extension public relationswise:
  - (1) Within the Land-Grant Colleges and Universities;
  - (2) In governmental circles, and
  - (3) Among farm and non-farm publics.
- VI. Urge the construction of programs which are:
  - (1) Analytical enough to anticipate needs and trends of the future and
  - (2) Interdisciplinary in their approach to problem solving, utilizing all of Extension's competencies, regardless of subject matter or supervisory departmentalization.<sup>8</sup>

Newman's view of the good administrator is that of one who enables his group to achieve its objectives through a minimum expenditure of resources and efforts and with minimum interference with worthwhile objectives.<sup>9</sup>

#### COMMUNICATIONS AND FUNCTIONAL EXPECTATIONS

Most of the literature reviewed by the author at some time stressed the importance of communications and a knowledge of functional expectations to

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<sup>8</sup>H. R. Albrecht, "Expanding Responsibilities of Administrators...As seen by a State Director," Administration in Extension, Robert C. Clark and Roland N. Abraham, editors (National Agricultural Extension Center for Advanced Study, University of Wisconsin, 1960), p. 27.

<sup>9</sup>William H. Newman, Administrative Action: The Techniques of Organization and Management (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1951), p. 1.



any formal organization. It also expressed the need for an awareness of those concepts by administrators of the organizations.

Ferguson commented:

Upward communication from staff to administrator is of extreme importance. Any policy which runs contrary to staff opinion may have a slim chance of being fully implemented. On the other hand if policy is derived from good two-way communication its chance of becoming implemented is enhanced.<sup>10</sup>

Byrnes included as major sources of difficulty in formal organizations such communications problems as: lack of attention to feedback, mismatched frames of reference, norm conflicts, misunderstood expectations and role conflicts.<sup>11</sup>

Mooney and Reiley, in discussing "functional correlation" directly stressed the importance of functional expectations and good communication when they wrote:

Functional correlation simply means that every member of an organization must know his duties, the full extent of his duties, and above all, their exact relation to all surrounding duties. It is the neglect of this latter point that so frequently causes a confusion in functional procedure. This is not only a bar to organized efficiency, but may frequently be disruptive of the harmony and destructive of the morale of the organization itself.<sup>12</sup>

Griffiths summarized the broad general idea by writing:

In order, then, for communication to exist in an organization and between the organization and the outside, common perceptual bases

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<sup>10</sup>Clarence C. Ferguson, Reflections of an Extension Executive (Madison: The National Agricultural Extension Center for Advanced Study, 1964), p. 12.

<sup>11</sup>Byrnes, op. cit., p. 163.

<sup>12</sup>James D. Mooney and Alan C. Reiley, Onward Industry (New York: Harper and Brothers, Publishers, 1931), p. 518.

must be established.<sup>13</sup>

## ROLE CONCEPT THEORY

Administrative theory has been revised in recent years. Griffiths pointed to this fact when he explained:

Modern theories of administration are concerned primarily with persons and the effect of the organization on the person and vice versa. The language of modern theories is so different from that of 30 years ago that one wonders if the same subject is being discussed. The modern approach is in terms of the behavioral sciences, with heavy emphasis upon scientific method and human behavior. As yet, no one theory dominates the scene and all theories appear to be in their infancy. . . .<sup>14</sup>

The importance of a perception of the functions relating to a position within an organization has been realized by writers for some time. However only in recent years has the role-concept theory come into common use and acceptance in the analysis of positions and what is expected of persons in those positions.

The background of role concept was partially described by Jacobson, Charters, and Lieberman when they stated:

The search for insight into the functioning of complex organizations has led to the development of a variety of systematic frameworks within which organizations may be described and measured. One of the approaches used stems from the common observation that people in organizations tend to have relatively uniform expectations about the behavior of persons in various positions and that the behavior of persons is interpreted in terms of such expectations. These

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<sup>13</sup>Daniel E. Griffiths, "Administration as Decision-Making," Administration in Extension, Robert C. Clark and Roland H. Abraham, editors (National Agricultural Extension Center for Advanced Study, University of Wisconsin, 1960), p. 54.

<sup>14</sup>Ibid., p. 44.



observations suggest the usefulness of some of the concepts developed in connection with role theory.<sup>15</sup>

Gross helped clarify the theory with the following observation:

The role concept, in its present most frequent usage, focuses attention on ideas of central importance to the several social sciences. One of these is that human behavior is influenced to some degree by the expectations individuals hold for themselves or which other individuals hold for them. Another is that a person's locations or positions in social structures influence the kind of social relationships in which he is involved and the evaluative standards he or others apply to his behavior. Derivative from these is the basic proposition that human behavior is in part a function of the positions an individual occupies and the expectations held for incumbents of these positions.<sup>16</sup>

#### ROLE CONCEPT

The author found it necessary to define several terms in limiting the scope of the concept. Role, position, and expectation were closely related and presented some confusion until clearly defined and used in their proper places.

Parsons defined position as:

. . . where the actor in question is "located" in the social system relative to other actors. This is what we call his status, which is his place in the relationship system considered as a structure, that is a patterned system of parts.<sup>17</sup>

Gross calls position, ". . . the location of an actor or class of

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<sup>15</sup>Eugene Jacobson, W. W. Charters, Jr., and Seymore Lieberman, "The Use of the Role Concept in the Study of Complex Organizations," Journal of Social Issues, 7:20, 1951.

<sup>16</sup>Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958), p. 319.

<sup>17</sup>Talcott Parsons, The Social System (Glencoe: The Free Press, 1951), p. 25.

actors in a system of social relationships."<sup>18</sup>

Role on the other hand was described by several writers as being "dynamic" or "active." Sarbin typically stated this view by describing role as:

. . . the action performed by the person to validate his occupancy of the position. In sum, all societies are organized around positions and persons who occupy these positions perform specialized actions or roles. The roles are linked with the position and not with the person who is temporarily occupying the position.<sup>19</sup>

Trent used the term role to refer to "what an individual does as an occupant of a position within an organization."<sup>20</sup>

In addition to defining role as the "actions" of an incumbent of a position, several of the writers reviewed by the author referred to role in terms of the "expectations" of the incumbents or of others outside the position.

Gross defined an expectation as, ". . . an evaluative standard applied to an incumbent of a position." He then defined role as, ". . . a set of expectations applied to an incumbent of a particular position."<sup>21</sup>

Gross further maintained that those definitions do not restrict the definers of the expectations. He stated:

The concept may consequently be used in analysis in which the incumbents of the position are the definers of the role or in general,

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<sup>18</sup>Gross, op. cit., p. 48.

<sup>19</sup>Theodore R. Sarbin, "Role Theory," Handbook of Social Psychology, Gardner Lindsey, editor (Cambridge: Addison Wesley Publishing Company, 1954), p. 224.

<sup>20</sup>Trent, op. cit., p. 4.

<sup>21</sup>Gross, op. cit., p. 67.

in analysis of a role as defined by any population an investigator wishes to specify.<sup>22</sup>

Jacobson discussed the place of role definers in terms of whose expectations are important in role description. He listed three important groups of definers in the following statement:

The definition of role in terms of shared expectations must take account of the question of whose expectations are relevant. . . . In heirarchical organizations, at least three such groups should receive consideration. One is composed of persons who occupy like positions. Another is composed of persons who have a high degree of functional interdependence with the position in question. A third is composed of persons who do not have direct functionally interdependent relationships with the position, but who nevertheless are related to it through a concern with the formulation and implementation of the broader purposes of the organization.<sup>23</sup>

Newcomb made several relevant observations regarding role definers:

The role prescribed for any position is necessarily defined in relation to the roles of other people, who, of course, also hold positions.

. . . . .

Some roles are defined with reference to several other roles all of which are related to it in ways, which, though different, are about equally important.<sup>24</sup>

In this study the role definers were administrators, supervisors of county personnel and subject matter specialists.

Another concept basic to the study is that of consensus. Jacobson had this to say about role consensus:

The system of shared expectations in a formal organization can be looked upon as the basis for the behavior of individuals in the

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<sup>22</sup>Ibid., p. 60.

<sup>23</sup>Jacobson, op. cit., p. 20.

<sup>24</sup>Theodore M. Newcomb, Social Psychology (New York: The Dryden Press, 1950), p. 285.



organization and for their interpretations of the behavior of others. Thus, the degree of integration existing within an organization at any time stems in part from the degree of consensus or sharing of expectations about the behavior of people who occupy various positions.<sup>25</sup>

The practical aspects of the consensus concept are numerous. The concept's importance to the study and the ultimate use of the study is obvious.

Several of the writers reviewed called attention to a belief that it is the system of positions and roles which provide a frame of reference for communication in an organization when those positions and roles are recognized by the members of the group.

Gross also pointed out his belief that:

. . . the extent to which there is consensus on role definition may be an important dimension affecting the functioning of social systems, whether they are total societies or subsystems within them. In addition, the degree of consensus among significant role definers as perceived by an actor may be an important variable affecting his behavior.<sup>26</sup>

This study is an attempt to better define the role of the Cooperative Extension administrator in Kansas based on expectations and present behavior as perceived by three groups of role definers with their degree of consensus as an evaluative tool.

#### RELATED STUDIES

The author discovered a large number of publications dealing with administration in general or Extension administration in particular. A number of role studies and perception studies of Extension and Extension positions

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<sup>25</sup>Jacobson, loc. cit.

<sup>26</sup>Gross, op. cit., p. 183.



were also reviewed. Some of the studies included administrative functions of various positions, but no role studies of the administrative position itself were found in the literature. This section covers studies that contributed ideas used in the framework and analysis of this study.

A review was conducted of the existing statement of responsibilities of the defined administrative group as stated in the publication Organization Plan and Duties for the Kansas Extension Service. The following excerpts were found pertinent to the study:

Director of Extension

The Director, under the terms of state and federal laws, assumes immediate direction of all matters relating to:

- a. Administration of state and federal Extension laws.
- b. Finances - including preparation of federal and state Extension budget requests and administration of expenditures; making of financial arrangements with counties, including the approval of budgets and expenditures, and accounting for money expended.
- c. Plan of organization and assignment of duties.
- d. Development of policies and operative procedures.
- e. Personnel - such as recommendations for appointments, promotions, compensations, retirement and professional improvement.
- f. Relationships.
  - (1) With Federal Extension Service and other federal agencies.
  - (2) With state agencies.
  - (3) With experiment stations . . .
  - (4) With county Extension councils and advisory groups.
  - (5) With farm organizations and other groups having interests in common with those of the Extension Service.
- g. Integration and coordination in terms of common objectives of

Extension work. This includes supervision of staff relationships and procedures within counties.

- h. Reporting on the over-all results obtained.

#### Associate Director for Management Operations

The Associate Director for operations shall be responsible to the Director of Extension for:

1. Coordinating all state-wide activities in regard to budget and personnel.
2. Advising the Director as to changes in regulations regarding fiscal and personnel matters.
3. Preparing of budgets and fiscal reports.
4. Physical administration of Umberger Hall and coordinating housing of State Extension staff members housed in other buildings.
5. Coordinating physical services to counties such as mail distribution, procurement of office supplies, etc.
6. Making policy recommendations to the Director regarding financial and personnel operations.
7. Coordinating policies as to office management of county and state personnel.
8. Coordinating and evaluating Federal and regional Extension activities regarding budget and personnel matters.

It is expected that the Associate Director for operations shall accomplish these duties at the state level through coordination with the various department heads and at the district and county level through coordination with the district agricultural agents in their capacities as district county agent leaders.

#### Assistant Director for Programs, Training and Studies

The Assistant Director for programs, training, and studies shall be responsible to the Director of Extension for:

1. Coordinating all state-wide programs and Extension studies conducted within the state.
2. Giving specific assistance to the Director in coordinating the Extension program with the programs of other agencies such as SCS, ASC and FHA.



3. Establishing and coordinating the pre-service, induction, in-service and graduate training programs for personnel in the Extension Division.
4. Making policy recommendations to the Director with respect to planning, organizing and administering the programs, studies and training area of work.
5. Consulting with the Director, state leaders and supervisors in arranging for a training program for the professional improvement of all agents and State Extension workers.
6. Cooperating with the research staff on projects related to Extension and serve on graduate, planning and action committees relative to Extension projects.
7. Coordinating the scheduling of personnel by the various departments.
8. Supervising Extension studies necessary to furnish basic information on which program planning and evaluation may be accomplished on a state, district and county level.
9. Supervising the work of the personnel in the programs, studies and training section.

.....

#### State Leader, Home Economics

As the State Leader of Extension Home Economics work, the State Leader, Home Economics, is responsible for the over-all development and direction of the adult home economics Extension program and the home economics subject matter phases of the 4-H program consistent with the expressed needs and desires of local planning committees. . . .

.....

The State Leader, Home Economics, may delegate the coordination of the home economics Extension program at the state level and the training of district home economics agents to the Associate State Leader, Home Economics.

. . . The State Leader, Home Economics, is expected to coordinate the program and training work of the district home economics agents.

The State Leader, Home Economics, may delegate specific responsibilities in recruitment, student registration, the junior assistant training program and work with college organizations of students interested in Extension work to the Assistant to the State Leader, Home Economics.



### State Leader Boys and Girls Club Work

As the state leader of boys and girls club work, the State Club Leader is responsible for the development of a 4-H Club and Rural Youth Program in the several counties of the state consistent with the expressed needs and desires of local program planning committees and within the limits of available funds and personnel.

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### State Leaders for Agriculture and Engineering

These leaders, in general, shall be responsible for the over-all development and direction of the Extension programs within their fields, including subject matter for both adult and 4-H phases, consistent with the expressed needs and desires of local planning committees. . . .<sup>27</sup>

The specific duties of the state leaders are similar and may be summarized as:

1. Directing state-wide and county programs.
2. Selecting, training and supervising state staff specialists.
3. Directing state staff specialists in their work.
4. Recommending candidates for county positions.
5. Coordination of their programs with other segments of Extension work through the Assistant Director for programs, training and studies and other state Extension departments such as Information, Radio and Television, etc.
6. Maintaining relationships with the appropriate subject matter departments of the University, and with the outside public and with other governmental agencies.
7. Advising the Director as to budget and personnel needs of their

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<sup>27</sup>"Organization Plan and Duties for Kansas Extension Service" (Manhattan: Kansas State University, January, 1960), pp. 1-9.

department through the Associate Director for Management Operations.

#### 8. Training county personnel.<sup>28</sup>

The heads of the departments within Extension were charged by the report with the following duties:

##### Head, Department of Extension Information

As Extension Editor, the Head of the Department of Extension Information shall be responsible for the over-all development, preparation and distribution of Extension publications, press releases and visual aids.

.....

##### Head, Department of Extension Radio and Television

As the Head of the Department of Extension Radio and Television and as the Director of Radio Station KSAC, the Department Head is responsible for the development of programs and the utilization of radio and television as mass media of communication and information by Extension Service personnel.

.....

##### Head, Department of Continuing Education

The Head of the Department of Continuing Education shall be responsible for the over-all development and direction of the general Extension program of Kansas State University.<sup>29</sup>

The author discovered in examining other role studies that most writers were concerned with role perception consensus within role defining groups, between role defining groups and as it related to such variables as age, tenure, education, etc.

Related studies also used the data acquired to point out the implications of role theory in position analysis as it affects the interpersonal

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<sup>28</sup>Ibid.

<sup>29</sup>Ibid.

relationships and communications within the organizations. Recommendations made by the other writers usually stressed congruence of organizational objectives through congruence in positional and role expectations.

Griffith, in his study of feed operators perception of the Kansas Extension Service theorized:

As previously pointed out experiences of the individual shape the perceptions held. Consequently, it is assumed that there is a relationship between involvement and perception. It would also seem logical that other factors such as education, size of enterprise, years in business, and age would be associated with the respondent's perception of Extension.<sup>30</sup>

However, upon examination of the data, he discovered that none of the independent variables were significantly associated with the appraisal of Extension's value to farmers. He concluded that the involvement variable had a higher degree of association than education, size of enterprise, years in business and age, all of which were extremely low in association.<sup>31</sup>

Durfee, in examining expectations toward the Extension supervisor's role, noted that the indications from his study were that there was no correlation between congruence of expectations and age of the agent, his years of service or his years of association with his present supervisor.<sup>32</sup>

Durfee did find a correlation between the congruency of expectations

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<sup>30</sup>Paul W. Griffith, "Formula Feed Operators' Perception of the Kansas Agricultural Extension Service" (Ph. D. thesis, The University of Wisconsin, Madison, 1961), p. 94.

<sup>31</sup>Ibid., p. 134.

<sup>32</sup>Arthur E. Durfee, "Expectations Held Toward the Extension Supervisors Role" (Ph. D. thesis, The University of Chicago, Chicago, 1956), p. 99.



of agents and supervisors and the supervisory relationship as viewed by the supervisor. The more closely the agent agreed with supervisors in expectations of the supervisor's job the more likely the supervisor was to feel a high level of satisfaction in their supervisory relationship.<sup>33</sup>

Gross made some statements and raised some questions which pointed to the importance of role study by consensus:

People do not behave in a random manner; their behavior is influenced to some extent by their own expectations and those of others in the group or society in which they are participants.<sup>34</sup>

How much consensus on what behaviors is required for a society to maintain itself? How much disagreement can a society tolerate in what areas? To what extent do different sets of role definers hold the same role definitions of key positions in a society?<sup>35</sup>

That the members of a social system, whether a dyad or a total society, must agree among themselves to some extent on values or expectations is a matter of definition. The point we have been trying to underscore is that the degree of consensus on expectations associated with positions is an empirical variable, whose theoretical possibilities until recently have remained relatively untapped.<sup>36</sup>

The author believes the "social system" of the Kansas Cooperative Extension Service is well suited to the defining of roles by expectation and consensus of associates both within and outside that organization. The roles are supported by authority delegated through federal, state and local regulations. However, due to its informal arrangement both within Extension and with other outside groups and agencies, the expectations of others must necessarily influence the behavior of the Extension administrator in Kansas.

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<sup>33</sup>Ibid., p. 98.

<sup>34</sup>Gross, op. cit., p. 17.

<sup>35</sup>Ibid., p. 31.

<sup>36</sup>Ibid., p. 43.

## CHAPTER III

### EXPECTATIONS CONCERNING THE ROLE OF THE COOPERATIVE

#### EXTENSION ADMINISTRATOR IN KANSAS

#### INTRODUCTION

The data for Chapter III were obtained from a structured questionnaire (sample in Appendix B) submitted to the administrators, specialists, and district supervisors of the Kansas Cooperative Extension Service as those positions were previously defined. The per cent of response by groups is shown in Table II.

TABLE II  
NUMBER AND PER CENT OF RESPONSE BY POSITION GROUP

Position	Potential Respondents	Responding	
		Actual	Per cent
Administrators	22	18	82
District Supervisors	9	9	100
Specialists	120	95	79
Total	151	122	81

A mean weighted score was computed for each function by the composite and individual respondent groups selected for analysis. The functions were then ranked in descending order from the highest mean weighted score to the lowest. This information was computed both for "emphasis that should be given" and for "emphasis currently being given." Ties were ranked by

assigning each function involved in the tie the mean rank position of the tie scores.<sup>1</sup>

The coefficient of rank correlation was determined by using the Spearman rank correlation coefficient ( $\rho$ ) to illustrate the agreement between two sets of rankings. The ( $\rho$ ) formula is: 
$$P(\rho) = 1 - \frac{6 \sum d^2}{N(N^2-1)}$$

The method used to show relationships among three or more groups of respondents was the Kendall coefficient of concordance ( $W$ ). The formula for this method is: 
$$W = \frac{s}{1/12 k^2 (N^3-N)}$$

Correlation matrices were developed by the use of the Pearson product moment coefficient of correlation ( $r$ ) from the formula: 
$$r = \frac{S_{xy}}{\sqrt{(S_x^2)(S_y^2)}}$$

In comparing the ranking of the functions in this study, the words "considerable" or "considerably" indicated a difference of four or more ranks.

The author accepted a rank-difference coefficient of correlation of above .499 as being "important," based on Borg's summary of relationships.<sup>2</sup>

The highest percentage of respondents who selected the same degree of emphasis for a particular function was used to determine the consensus within a group concerning that function. "High" consensus was considered by the author to be a percentage of 70 or greater. "Medium" consensus was a score of 50 through 69 and "low" consensus was a consensus score of 49 or less.

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<sup>1</sup>John W. Best, Research in Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959), p. 235.

<sup>2</sup>Walter R. Borg, Educational Research (New York: David McKay Company, Inc., 1963), p. 283.



The data used in determining mean weighted score, consensus and ranking are shown in Appendix C, Appendix Tables I and II.

#### OBJECTIVE ONE - RANK ORDER OF IMPORTANCE

Objective one, as stated in this study was:

To determine the rank order of importance of selected functions of the Cooperative Extension administrator in Kansas as they should be performed and as they are currently being performed as perceived by the administrators, district supervisors, and specialists of the Cooperative Extension Service in Kansas.

Table III shows the rank order importance of the thirteen functions as perceived by the respondents. The functions are ranked both by how the respondents perceive they should be performed and how they are currently being performed by administrators.

There was a greater agreement among the respondent groups in ranking the functions by emphasis that was being given them than by emphasis that they should receive. The W correlation for the "currently being" ranking was .690 and the W correlation for the "should be" ranking was .468.

The greatest degree of agreement in ranking of the functions as they "should be" emphasized was between the district supervisors and specialists ( $\rho + .543$ ). The least degree of agreement was between the administrators and district supervisors ( $\rho - .173$ ). Specialists and administrators had a  $+ .324$  rho correlation.

#### Administrators and District Supervisors - "Should Be" Rankings

To examine the lack of agreement between administrators and supervisors the author studied the functions with the greatest differences of rank order between those two groups. There was a "considerable" disagreement between

RANK ORDER OF FUNCTIONS OF THE COOPERATIVE EXTENSION ADMINISTRATOR IN KANSAS  
AS PERCEIVED BY RESPONDENTS, 1964

Functions**	Rank by Respondents*							
	Emphasis Functions Should Receive				Emphasis Functions Are Currently Receiving			
	All	Adm.	DES	Spec.	All	Adm.	DES	Spec.
Motivating the staff . . .	1	5	6	1	10	9	11	10
Delegating authority and responsibility . . .	2	2	6	3	5	4	13	6
Recruiting and orienting staff . . .	3	2	6	4	2	2	2.5	2
Establishing budgets etc. . . .	4	11	3.5	2	1	1	1	1
Formulating and defining pur- poses and objectives . . .	5	6.5	2	5	3	5	7.5	3
Coordinating staff efforts . . .	6	4	13	6	11	7	7.5	12
Public relations person for Extension . . .	7	8	1	7	8	7	7.5	9
Keeping up on administrative research . . .	8	12	3.5	8	6	13	7.5	4
Planning educational programs . . .	9	2	10.5	11	12	11	12	11
Evaluating staff performance . . .	10	6.5	10.5	9.5	13	10	10	13
Evaluating programs and progress . . .	11	13	8	9.5	9	12	4.5	7
Reporting program progress . . .	12	9.5	10.5	12	7	7	4.5	8
Developing organizational arrangements . . .	13	9.5	10.5	13	4	3	2.5	5

\*Respondents: (All) the total of all respondents, (Adm.) Administrators, (DES) District Extension Supervisors, and (Spec.) Specialists.

\*\*Functions are stated in full in Appendix A.

the two groups on ten of the thirteen selected functions. The greatest disagreement was on "Coordinating staff efforts . . . ." The administrators ranked that function 4 while the district supervisors positioned it last. There was also a difference of 7 to 8.5 ranks on the functions "Keeping up on administrative research . . . .," "Planning educational programs . . . .," "Establishing budgets etc. . . .," and "Public relations person for Extension . . . ." Four or five ranks separated their opinions on "Evaluating programs and progress . . . .," "Formulating and defining purposes and objectives . . . .," "Delegating authority and responsibility . . . .," "Recruiting and orienting staff . . . .," and "Evaluating staff performance . . . ."

The district supervisors felt that the functions "Establishing budgets etc. . . .," "Formulating and defining purposes and objectives . . . .," "Public relations person for Extension . . . .," "Keeping up on administrative research . . . .," and "Evaluating programs and progress . . . ." should be ranked higher than did the administrators. Administrators gave higher rankings to the functions "Delegating authority and responsibility . . . .," "Recruiting and orienting staff . . . .," "Coordinating staff efforts . . . .," "Planning educational programs . . . .," and "Evaluating staff performance . . . ."

The top six functions in rank for the administrators and district supervisors contained only three functions in common. They were "Motivating the staff . . . ." "Delegating authority and responsibility . . . .," and "Recruiting and orienting staff . . . ."

#### Administrators and Specialists - "Should Be" Rankings

The administrators and specialists had "considerable" disagreement in their rankings of four functions as to "emphasis that should be given."



There was a difference of nine ranks between "Establishing budgets etc. . . ." and "Planning educational programs . . ." The specialists ranked the former function 2 and the latter function 11. Administrators reversed the specialists' rankings.

A difference of four ranks separated the administrators' and specialists' rankings of each of two functions. They were "Motivating the staff . . ." and "Keeping up on administrative research . . ." Specialists felt the former was the most important of all functions and the administrators believed the latter function should be ranked next to the bottom.

While there was little disagreement between the two groups in selection of the top six functions, none of the functions selected were identically ranked. Only "Establishing budgets etc. . . ." and "Planning educational programs . . ." conflicted. The administrators gave equal ranking to "Formulating and defining purposes and objectives . . ." and "Evaluating staff performance . . ." for sixth place.

#### Specialists and District Extension Supervisors - "Should Be" Rankings

The specialists and district supervisors also had "considerable" disagreement in their rankings of four functions. The district supervisors felt that "Public relations person for Extension . . ." and "Keeping up on administrative research . . ." should receive more emphasis than did the specialists. However, the specialists ranked "Motivating the staff . . ." five ranks higher and "Coordinating staff efforts . . ." seven ranks higher than did the district supervisors.

Specialists considered "Motivating the staff . . ." the prime function of the administrator while district supervisors felt "Public relations person

for Extension . . ." was of primary importance. "Public relations person for Extension . . ." and "Keeping up on administrative research . . ." were among the top six functions as ranked by supervisors that were not included by the specialists in their high six functions. In turn, "Coordinating staff efforts . . ." was a function rated 6 by specialists which fell to 13 in the supervisors' ranking.

#### General Observations - "Should Be" Rankings

It was interesting to note that when the functions were ranked by the average group ranking a different ranking was obtained than when the functions were ranked for the group using mean weighted scores. This was due to the large percentage of specialist respondents, which gave their perceptions a dominant position in the ranking by mean weighted scores. Table IV shows that no great change was created by altering the method of ranking. A rho correlation of  $+.962$  existed between the two systems.

There were no identical rankings of any functions among any of the groups for "emphasis that should be given." This general lack of agreement was emphasized by the low rho correlations previously mentioned. The rho correlation of  $+.543$  between the specialists and district Extension supervisors was the only correlation "important" enough to indicate a general agreement on rankings between the groups. The average rho for the three sets of group correlations was  $+.231$ . Kendall's W for the three groups was  $.468$ .

After examining the functions about which there was "considerable" disagreement in rankings between groups, the author formed several opinions regarding the disagreement. It seemed likely that there may have been some conflict between the administrators and district supervisors over functions

TABLE IV

RANK ORDER OF FUNCTIONS OF THE ADMINISTRATOR IN  
KANSAS AS TO EMPHASIS THAT SHOULD BE GIVEN  
AS PERCEIVED BY RESPONDENT GROUPS, 1964

Functions*	Rank Order				Group Rank Ave.
	Total Group Ave.	Admin.	Dist. Ext. Super.	Special.	
Motivating the staff . . .	1	5	6	1	2.5
Delegating authority and responsibility . . .	2	2	6	3	1
Recruiting and orienting staff . . .	3	2	6	4	2.5
Establishing budgets etc. . . .	4	11	3.5	2	6
Formulating and defining purposes and objectives . . .	5	6.5	2	5	4
Coordinating staff efforts . . .	6	4	13	6	7
Public relations person for Extension . . .	7	8	1	7	5
Keeping up on administrative research . . .	8	12	3.5	8	8.5
Planning educational programs . . .	9	2	10.5	11	8.5
Evaluating staff performance . . .	10	6.5	10.5	9.5	10
Evaluating programs and progress . . .	11	13	8	9.5	11
Reporting program progress . . .	12	9.5	10.5	12	12
Developing organizational arrangements . . .	13	9.5	10.5	13	13

\*Functions are stated in full in Appendix A.



which could be interpreted as having either supervisory or administrative aspects. The author believes a definition of the term "staff," which was used in the wording of some functions, could have helped clarify the functions and possibly reduced a feeling the district supervisors may have held, that certain functions listed were less administrative than supervisory.

#### Administrators and District Supervisors - "Currently Being" Rankings

The rho correlation between the administrators' and district supervisors' rankings of the functions as to the emphasis currently being given them was  $+.489$ , indicating a lack of general agreement. This correlation was, however, the lowest correlation found among the three groups and was only  $.011$  below the number selected as the dividing point between "important" and "unimportant" by the author.

As shown in Table III, page 30, the data revealed a "considerable" difference in the rankings between administrators and supervisors on only three functions. Administrators felt relatively heavy emphasis was being given "Delegating authority and responsibility . . ." ranking it 4, nine ranks higher than did the supervisors, who ranked it 13. Supervisors felt that administrators were placing greater emphasis on "Keeping up on administrative research . . ." and "Evaluating programs and progress . . ." They ranked the former function 7.5 (administrators ranked it 13) and the latter function 4.5 (administrators ranked it 12).

District supervisors and administrators agreed on their rankings of the top three functions. They differed somewhat on the remaining functions, except for "Evaluating staff performance . . .," which they both ranked 10.

### Administrators and Specialists - "Currently Being" Rankings

A rho correlation of  $+0.566$  indicated general agreement between administrators and specialists on the emphasis currently being given administrative functions. There was a "considerable" difference in the ranking of three functions. Specialists felt more emphasis was being given "Keeping up on administrative research . . ." and "Evaluating programs and progress . . ." than did the administrators. The differences in rankings were nine and five ranks respectively. Administrators perceived a greater emphasis of five ranks being placed on "Coordinating staff efforts . . ." than did the specialists.

The two groups had five common functions in their top six rankings and agreed that "Establishing budgets etc. . . ." and "Recruiting and orienting staff . . ." were the number 1 and 2 functions respectively.

### District Extension Supervisors and Specialists - "Currently Being" Rankings

There were three functions about which district supervisors and specialists had "considerable" disagreement in rankings for the emphasis currently being given by administrators. Specialists felt less emphasis was being placed on "Coordinating staff efforts . . ." than did the supervisors. They also felt "Formulating and defining purposes and objectives . . ." and "Delegating authority and responsibility . . ." were receiving more emphasis than did the supervisors.

More disagreement existed between supervisors and specialists than between specialists and administrators on selection of the top six functions. Specialists and supervisors were only able to agree on four functions but did concur on the ranking of "Establishing budgets etc. . . ." as the function receiving the most emphasis. Specialists felt "Evaluating staff



performance . . ." was receiving the least amount of emphasis while supervisors placed the function, "Delegating authority and responsibility . . .," in that position.

Although there were some disagreements between these two respondent groups in rankings, the differences in ranks were less, on the average, than between specialists and administrators or supervisors and administrators. Their rho correlation of  $+0.615$  was the highest for the three sets of groups ranking the emphasis currently being given administrative functions.

#### General Observations - "Currently Being" Rankings

The average coefficient of rank correlation for the three group comparisons was  $+0.557$  indicating general agreement between the groups as to the emphasis currently being given the functions selected. Correlations between the groups were:

<u>Respondent Groups</u>	<u>rho</u>
Administrators and District Supervisors	$+0.489$
Administrators and Specialists	$+0.566$
District Supervisors and Specialists	$+0.615$

Kendall's W for the three groups was  $.690$ , also indicating a general, but not high, agreement.

The functions are ranked in Table V by each respondent group and also ranked by total mean weighted scores and by straight, unweighted, group average. Only one function changed more than two ranks when the two "total" group rankings were compared. "Keeping up on administrative research . . ." (ranked 4 by specialists, 7.5 by district supervisors, and 13 by administrators) moved from a weighted average of 6 to an unweighted average of 9. When



TABLE V

RANK ORDER OF FUNCTIONS OF THE ADMINISTRATOR IN  
KANSAS AS TO EMPHASIS CURRENTLY BEING GIVEN  
AS PERCEIVED BY RESPONDENT GROUPS, 1964

Functions*	Rank Order				Group Rank Ave.
	Total Group Ave.	Admin.	Dist. Ext. Super.	Special.	
Establishing budgets etc. . . .	1	1	1	1	1
Recruiting and orienting staff . . .	2	2	2.5	2	2
Formulating and defining purposes and objectives . . .	3	5	7.5	3	4
Developing organizational arrangements . . .	4	3	2.5	5	3
Delegating authority and responsibility . . .	5	4	13	6	6
Keeping up on administrative research . . .	6	13	7.5	4	9
Reporting program progress . . .	7	7	4.5	8	5
Public relations person for Extension . . .	8	7	7.5	9	7.5
Evaluating programs and progress . . .	9	12	4.5	7	7.5
Motivating the staff . . .	10	9	11	10	11
Coordinating staff efforts . . .	11	7	7.5	12	10
Planning educational progress . . .	12	11	12	11	13
Evaluating staff performance . . .	13	10	10	13	12

\*Functions are stated in full in Appendix A.

the two ranking systems were correlated, it resulted in a rho of  $+0.939$  signifying high correlation.

The respondent groups were in complete agreement that "Establishing budgets etc. . . ." and "Recruiting and orienting staff . . ." were currently receiving the greatest emphasis.

## OBJECTIVE TWO - COMPARISON OF "SHOULD BE" TO "CURRENTLY BEING"

Objective two, as stated in this study was:

To compare the emphasis that should be placed on selected administrative functions and the emphasis that is currently being placed on them, as perceived by the respondent groups, both separately and collectively.

Objective two was studied by analyzing the data as shown in Tables VI, VII, VIII and IX. A comparison was made between each respondent group's rankings of administrative functions as to emphasis that they thought "should be given" and emphasis they thought was "currently being given." The comparison was made to determine how well each group felt the administrators were meeting the group's expectations. The same comparison was also made using the weighted average of the total respondent group. A high degree of agreement was assumed to indicate that a group believed the administrators were performing properly by placing appropriate emphasis on the proper functions.

### "Should Be" - "Currently Being" Comparison by Total Group

The comparison shown in Table VI between the composite group's rankings gave a rho correlation of  $+0.280$ . When the individual group correlations were averaged, the unweighted average rho was  $+0.211$ . Neither of these correlations were "important" and indicated a general lack of agreement by the total group on the emphasis currently being given those functions as being

TABLE VI

COMPARISON OF THE "SHOULD BE" AND "CURRENTLY BEING"  
RANK ORDER OF ADMINISTRATOR FUNCTIONS BY THE TOTAL  
OF ALL THREE RESPONDENT GROUPS, KANSAS, 1964

Functions*	Rank Order		Difference
	Should Be	Currently Being	
Motivating the staff . . .	1	10	9
Delegating authority and responsibility . . .	2	5	3
Recruiting and orienting staff . . .	3	2	1
Establishing budgets etc. . . .	4	1	3
Formulating and defining purposes and objectives . . .	5	3	2
Coordinating staff efforts . . .	6	11	5
Public relations person for Extension . . .	7	8	1
Keeping up on administrative research . . .	8	6	2
Planning educational programs . . .	9	12	3
Evaluating staff performance . . .	10	13	3
Evaluating programs and progress . . .	11	9	2
Reporting program progress . . .	12	7	5
Developing organizational arrangements . . .	13	4	9

\*Functions are stated in full in Appendix A.



appropriate to the group's expectations.

There was "considerable" difference in the rankings of four functions. The group felt "Motivating the staff . . ." deserved the greatest emphasis, but ranked it 10 as to emphasis "being given." They felt "Establishing budgets etc. . . ." was receiving the greatest emphasis, while ranking it 4 in "should be" emphasis.

Another great difference was that of "Developing organizational arrangements . . ." which was ranked 13 in needing emphasis, but 4 in receiving emphasis.

The group felt "Coordinating staff efforts . . ." was receiving five ranks less position than it deserved and ranked it 11 in emphasis being received. Conversely, they felt "Reporting program progress . . ." should be ranked 12, but was receiving five ranks greater relative emphasis.

There were four other functions with a rank difference of three, in addition to the functions with rank differences great enough to be considered important by the author.

No functions received identical rankings in both emphasis categories. There were, however, five functions with only one or two ranks separating the two emphasis categories. They were "Recruiting and orienting staff . . .," "Formulating and defining purposes and objectives . . .," "Public relations person for Extension . . .," "Keeping up on administrative research . . .," and "Evaluating programs and progress . . ."

#### "Should Be" - "Currently Being" Comparison by Administrators

Correlation of the administrators' rankings of functions by the two emphasis categories produced a rho of +.244. It was higher than the district

supervisors' correlation coefficient, and lower than the specialists', but still "unimportant." Therefore, it indicated a lack of agreement by the administrators that appropriate emphasis was being placed on the proper functions.

Table VII revealed that the administrators felt that proper emphasis was being given to "Recruiting and orienting staff . . ." and were within 3.5 ranks of agreement on eight other functions.

Functions with four or more differences in rank were "Establishing budgets etc. . . .," "Planning educational programs . . .," "Developing organizational arrangements . . .," and "Motivating the staff . . ." They felt that "Establishing budgets . . ." and "Developing organizational arrangements . . ." were demanding more relative emphasis than they deserved, while the other two functions were not receiving the rankings they merited.

#### "Should Be" - "Currently Being" Comparison by District Supervisors

A rho correlation of  $+0.084$  indicated that the district supervisors felt the administrators were not giving the type of emphasis to functions that the functions should receive. Their correlation coefficient was lower than that of both the administrators and the specialists. As shown by Table VIII, there was a "considerable" difference between the emphasis categories of eight of the thirteen functions rated by the district supervisors.

The greatest difference was in the rankings of "Developing organizational arrangements . . .," which the district supervisors placed in a four-way tie for 9 on "should be" emphasis. They felt that it was second only to "Establishing budgets etc. . . ." in emphasis that it was currently receiving.

No functions were ranked identically in both emphasis categories and

TABLE VII  
COMPARISON OF THE "SHOULD BE" AND "CURRENTLY BEING"  
RANK ORDER OF ADMINISTRATOR FUNCTIONS BY THE  
ADMINISTRATORS, KANSAS, 1964

Functions*	Rank Order		Difference
	Should Be	Currently Being	
Recruiting and orienting staff . . .	2	2	0
Planning educational programs . . .	2	11	9
Delegating authority and responsibility . . .	2	4	2
Coordinating staff efforts . . .	4	7	3
Motivating the staff . . .	5	9	4
Formulating and defining purposes and objectives . . .	6.5	5	1.5
Evaluating staff performance . . .	6.5	10	3.5
Public relations person for Extension . . .	8	7	1
Reporting program progress . . .	9.5	7	2.5
Developing organizational arrangements . . .	9.5	3	6.5
Establishing budgets etc. . . .	11	1	10
Keeping up on administrative research . . .	12	13	1
Evaluating programs and progress . . .	13	12	1

\*Functions are stated in full in Appendix A.



TABLE VIII

COMPARISON OF THE "SHOULD BE" AND "CURRENTLY BEING"  
RANK ORDER OF ADMINISTRATOR FUNCTIONS BY THE  
DISTRICT EXTENSION SUPERVISORS, KANSAS, 1964

Functions*	Rank Order		Difference
	Should Be	Currently Being	
Public relations person for Extension . . .	1	7.5	6.5
Formulating and defining purposes and objectives . . .	2	7.5	5.5
Establishing budgets etc. . . .	3.5	1	2.5
Keeping up on administrative research . . .	3.5	7.5	4
Recruiting and orienting staff . . .	6	2.5	3.5
Delegating authority and responsibility . . .	6	13	7
Motivating the staff . . .	6	11	5
Evaluating programs and progress . . .	8	4.5	3.5
Reporting program progress . . .	10.5	4.5	6
Planning educational programs . . .	10.5	12	1.5
Evaluating staff performance . . .	10.5	10	.5
Developing organizational arrangements . . .	10.5	2	8.5
Coordinating staff efforts . . .	13	7.5	5.5

\*Functions are stated in full in Appendix A.

only five functions were within 3.5 ranks of the positions the supervisors believed were proper. The five functions were "Establishing budgets etc. . . .," "Recruiting and orienting staff . . .," "Planning educational programs . . .," "Evaluating programs and progress . . ." and "Evaluating staff performance . . ."

#### "Should Be" - "Currently Being" Comparison by Specialists

Although the specialists had the highest correlation coefficient of the three respondent groups, a rho of  $+0.304$ , it still was not an "important" correlation.

Table IX shows the difference in rankings between the emphasis categories as perceived by the specialists. Five functions had "considerable" difference in ranks. One was, "Motivating the staff . . .," considered the most important function, but ranked 10 by the specialists in "current" emphasis. Another major disagreement was on "Developing organizational arrangements . . .," which the specialists rated 13 in importance, but 5 in "emphasis being given." The other functions with four or more rank differences were "Coordinating staff efforts . . .," "Keeping up on administrative research . . ." and "Reporting program progress . . ." They felt the first function was not receiving enough emphasis while the latter two were being given proportionately too great an emphasis by the administrators.

Perfect rank agreement was found on only one function, "Planning educational programs . . .," ranked 11 in both emphasis categories. Six other functions were within three rank differences between the emphasis categories.

#### General Observations on "Should Be" - "Currently Being" Comparisons

A rank coefficient of correlation of rho =  $+0.280$  was obtained for the

TABLE IX

COMPARISON OF THE "SHOULD BE" AND "CURRENTLY BEING"  
RANK ORDER OF ADMINISTRATOR FUNCTIONS BY THE  
SPECIALISTS, KANSAS, 1964

Functions*	Rank Order		Difference
	Should Be	Currently Being	
Motivating the staff . . .	1	10	9
Establishing budgets etc. . . .	2	1	1
Delegating authority and responsibility . . .	3	6	3
Recruiting and orienting staff . . .	4	2	2
Formulating and defining purposes and objectives . . .	5	3	2
Coordinating staff efforts . . .	6	12	6
Public relations person for Extension . . .	7	9	2
Keeping up on administrative research . . .	8	4	4
Evaluating programs and progress . . .	9.5	7	2.5
Evaluating staff performance . . .	9.5	13	3.5
Planning educational programs . . .	11	11	0
Reporting program progress . . .	12	8	4
Developing organizational arrangements . . .	13	5	8

\*Functions are stated in full in Appendix A.



comparisons made by the total weighted group. An average rho of +.211 was obtained when the three individual group rho values were averaged, without giving weight to the number of respondents in each group. Correlations of the individual groups were:

<u>Respondent Group</u>	<u>rho</u>
Administrators	+.244
District Supervisors	+.084
Specialists	+.304

The data indicated that the specialists were the most contented with the performance of the administrators, followed by the administrators themselves. The district supervisors were the least pleased with the administrators' current emphasis on administrative functions. It should be noted, however, that none of the correlations were high which indicated a lack of agreement by all groups.

When the differences between the rankings of the functions were added together for each group the following totals were obtained:

<u>Respondent Group</u>	<u>Sum of the Differences</u>
Administrators	36
Specialists	47
Total Group	48
District Supervisors	59.5

The author noted that the two groups with the smallest total-difference sums had the greatest individual differences, but also the only individual agreements on function emphasis. The groups with the higher difference sums varied in rankings on all functions, but their extremes were not as great between individual functions.

Another comparison made was the comparison of mean weighted scores between the "should be" and "currently being" rankings. The mean weighted scores are shown in Appendix C, Tables I and II. A mean weighted score represents the average numerical value of the ratings given a particular function by the members of a respondent group. The rankings used in this study were an indication of the relative values, rather than the actual values, of the mean weighted scores assigned to the various functions by a particular group. Therefore, a comparison between two sets of rankings was only a comparison of relative values within each rank, not of actual rating values. The comparison between the mean weighted scores, then, was a different type of comparison than those previously discussed.

When equivalently ranked functions were compared, it was discovered that the mean weighted scores were consistently lower for the "currently being" ratings than for the "should be" ratings. For example, the function ranked highest by the total group in terms of "current" emphasis had a mean weighted score of 4.33, while the function they ranked first according to "should be" emphasis had a mean weighted score of 4.59. This trend was true for all respondent groups. The average mean weighted score for all groups, for equivalently ranked functions, therefore, showed the same consistent pattern.

The conclusion was drawn from this observation that the respondents felt that there was less emphasis being given all administrator functions currently than should be given them. A direct comparison of the mean weighted scores for both emphasis categories of each function verified that conclusion in every case except the administrators' rating of "Establishing budgets

etc. . . ." It appeared from this data that all groups felt more emphasis should be given all functions than they were currently receiving, except for the one exception noted above.

### OBJECTIVE THREE - AMOUNT OF CONSENSUS

Objective three, as stated in this study was:

To determine the amount of consensus among and within respondent position groups, as to the importance of the functions by the emphasis categories associated with them.

A consensus study was made by examining the data in Appendix C, Appendix Tables I and II. For each function the percentage of respondents, for the respondent group rating the function, was determined by each degree of emphasis rated. The highest percentage of respondents who selected the same degree of emphasis for a particular function was used to determine consensus within a group for that function. A percentage of 70 or above was considered a "high" degree of consensus by the group. "Medium" consensus was a percentage of 50 through 69, and a "low" consensus score was 49 or less. The data are summarized in Tables X and XI by each emphasis category.

The author felt that a consensus study would help to analyze the other data in the overall study. It was felt that a "high" or "low" consensus might be correlated with ranking, mean weighted score, or correlation between groups on rankings.

#### Consensus on Functions - "Should Be" Emphasis

An examination of the consensus figures shown in Table X revealed that there was a "high" degree of consensus by respondent groups on only five functions for emphasis that "should be" given. The administrators had "high"



TABLE X

A COMPARISON OF CONSENSUS BY RESPONDENT GROUPS ON EMPHASIS  
THAT SHOULD BE GIVEN FUNCTIONS OF THE COOPERATIVE  
EXTENSION ADMINISTRATOR IN KANSAS, 1964

Functions*	Consensus Percentage					Dif- fer- ence
	Adm.	Dist. Exten. Super.	Spec.	Total by Weighted Ave.	Total by Group Ave.	
Motivating the staff . . .	50	67	64	62	60	2
Delegating authority and responsibility	72	67	62	64	67	3
Recruiting and orienting staff...	67	67	60	61	65	4
Establishing budgets etc. . . .	44	78	64	62	62	0
Formulating and defining purposes and objectives . . .	67	89	59	62	72	10
Coordinating staff efforts . . .	56	44	54	53	51	2
Public relations person for Extension . . .	50	100	52	55	67	12
Keeping up on administrative research . . .	44	78	49	50	57	7
Planning educational programs . . .	61	56	44	47	54	7
Evaluating staff performance . . .	50	56	42	43	49	6
Evaluating programs and progress . . .	50	56	41	42	49	7
Reporting program progress . . .	47	56	41	43	48	5
Developing organizational arrangements . . .	53	56	41	38	50	12
AVERAGE	55	67	52	52	58	6

\*Functions are stated in full in Appendix A.

agreement on the emphasis that should be given "Delegating authority and responsibility . . . ." The district supervisors unanimously agreed on "Public relations person for Extension . . . ." They also had "high" agreement on "Formulating and defining purposes and objectives . . . ." "Establishing budgets etc. . . ." and "Keeping up on administrative research . . . ."

The distribution of consensus categories by respondent groups was:

<u>Respondent Group</u>	<u>Number of Functions by Consensus Group</u>		
	<u>High</u>	<u>Medium</u>	<u>Low</u>
District Supervisors (N=9)	4	8	1
Administrators (N=18)	1	9	3
Specialists (N=95)	0	7	6

As indicated by the data in Table X, the district supervisors had an average consensus of 67, the administrators 55, and the specialists 52, for the thirteen functions rated. The consensus for the composite group, when weighted averages were considered, was 52, reflecting the heavy influence of the specialists because of their numbers. An unweighted group average raised the composite group's average by six points to a 58.

An analysis was also made to determine the correlation between the rankings of the functions by mean weighted score and by consensus. The functions were ranked for each respondent group by mean weighted score and again by consensus. The function with the highest consensus was ranked first with the functions having lower consensus ratings ranked in descending order. The two rankings were correlated for each respondent group. The results were:

<u>Respondent Group</u>	<u>rho</u>
Administrators	+.793
Specialists	+.967
District Supervisors	+.986

The correlations suggest that respondents tended to rank highest those functions about which there was the greatest degree of consensus. At the same time they also show that such was not always the case--especially with the administrators themselves.

When the functions with the four highest consensus scores for the "total weighted group" were compared with the ranking given them by the same group, the following associations were noted:

<u>Highest Consensus Functions</u>	<u>Ranking</u>
Delegating authority and responsibility . . .	2
Motivating the staff . . .	1
Establishing budgets etc. . . .	4
Formulating and defining purposes and objectives . . .	5

A similar comparison on the four functions with the lowest group consensus revealed:

<u>Lowest Consensus Functions</u>	<u>Ranking</u>
Evaluating staff performance . . .	10
Reporting program progress . . .	12
Evaluating programs and progress . . .	11
Developing organizational arrangements . . .	13

#### Consensus on Functions - "Currently Being" Emphasis

An examination of the consensus figures shown in Table XI revealed that there was no "high" degree of consensus in any of the respondent groups on any of the thirteen functions concerning the emphasis that was currently being given them. The distribution of consensus categories by respondent



TABLE XI

A COMPARISON OF CONSENSUS BY RESPONDENT GROUPS ON EMPHASIS  
CURRENTLY BEING GIVEN FUNCTIONS OF THE COOPERATIVE  
EXTENSION ADMINISTRATOR IN KANSAS, 1964

Functions*	Consensus Percentage					
	Adm.	Dist. Exten. Super.	Spec.	Total by Weighted Ave.	Total by Group Ave.	Dif- fer- ence
Establishing budgets etc. . . .	53	56	46	48	52	4
Recruiting and orienting staff . . .	47	44	39	35	43	8
Formulating and defining purposes and objectives . . .	47	56	41	40	48	8
Developing organizational arrangements . . .	50	56	39	36	48	12
Delegating authority and responsibility . . .	53	67	38	36	53	17
Keeping up on administrative research . . .	47	56	35	34	46	12
Reporting program progress . . .	59	67	45	49	57	8
Public relations person for Extension . . .	47	44	41	40	44	4
Evaluating programs and progress . . .	47	44	40	40	44	4
Motivating the staff . . .	41	56	40	38	46	8
Coordinating staff efforts . . .	29	56	41	39	42	3
Planning educational programs . . .	59	56	44	47	53	6
Evaluating staff performance . . .	41	44	40	39	42	3
AVERAGE	48	54	41	41	48	7

\*Functions are stated in full in Appendix A.

groups was:

Respondent Group	Number of Functions by Consensus Group		
	High	Medium	Low
District Supervisors (N=9)	0	9	4
Administrators (N=17)	0	5	8
Specialists (N=95)	0	0	13

As indicated by the data in Table XI, the district supervisors had an average consensus of 54, the administrators 48 and the specialists 41, for the thirteen functions rated. The consensus for the composite group, when weighted averages were considered, was 41, reflecting the heavy influence of the specialists because of their numbers. An unweighted group average raised the total group average seven points to 48.

An analysis of the correlation between the rankings of the functions by mean weighted score and consensus was made. The functions were ranked for each respondent group by mean weighted score and again by consensus. Functions were ranked from the highest consensus to the lowest in the same manner used in the ranking by mean weighted scores. The two sets of rankings were then correlated for each respondent group. The results were:

<u>Respondent Group</u>	<u>rho</u>
Administrators	+.334
Specialists	+.055
District Supervisors	-.083

The correlations suggest that there was little relation between consensus and the rankings of functions. Comparison of Table III, page 30 and Table XI showed that many functions with the lowest rankings had "medium" consensus and conversely some of the functions with high rankings had

"low" consensus.

For example, a comparison of the functions receiving the three highest consensus rates by the "total weighted group" was made with the ranking given those functions by the same group. A summary of that comparison is shown below:

<u>Highest Consensus Functions</u>	<u>Ranking</u>
Reporting program progress . . .	7
Establishing budgets etc. . . .	1
Planning educational programs . . .	12

#### General Observations - Consensus

It was noted that respondents had a higher degree of consensus about emphasis that should be given functions than they did regarding emphasis that was currently being given the functions. This represented a 10 point difference, if measured by the unweighted group averages. It was also noted from the correlations that consensus apparently played a minor role in the rankings of the emphasis currently being placed on functions, but apparently was strongly correlated with the respondents' perceptions of the emphasis the functions should be receiving. This perhaps reflected a certain homogeneity within the individual groups as to their felt needs regarding administration, but a lack of uniform understanding or knowledge about the activities of the administrators.

The data revealed a higher consensus among district supervisors regarding the "current" emphasis of the administrators than the administrators had for themselves. It is possible that this may have been due, at least in part, to the nature of the selection of the respondent groups. The



district supervisors were a relatively uniform position group while the administrators, which included department heads, state leaders, etc., were possibly not as homogeneous in the nature of their positions.

When the respondents were divided into groups based on variables (see Objective IV) the consensus trends were found to be the same as with "position" groups. It was noted that, although the differences were not great (a maximum of eight percentage points), there was a trend. The respondents in the variable categories of older; with county experiences; B. S. degrees; with Extension education course work; longer present work experience; and without induction training, had a higher average group consensus than did their opposites. The author, however, did not consider the differences great enough to be meaningful to the study other than as an interesting trend.

#### OBJECTIVE FOUR - RELATIONS OF VARIABLES

Objective four, as stated in this study was:

To determine if the factors of: age, experience as a county worker, number of years in present type of Extension work, degree held, induction training received and Extension education course work received, related to the concept of the role of the administrator by the respondents.

In order to make an analysis of the variables listed in the objective, they were divided in the following manner:

Age -- Younger respondents, under 45 years of age (N=66) and older respondents, 45 years and older (N=56)

Experience as a County Worker -- Respondents with county experience (N=80), and respondents without county experience (N=34)

Number of Years in Present Type of Extension Work -- Respondents with less than 6 years experience in their present work (N=65), and respondents with 6 years or more experience in their present work (N=57)

Degree Held -- Respondents with Bachelor's degrees (N=35), respondents with Master's degrees (N=64), and respondents with Doctor's degrees (N=21)

Induction Training Received -- Respondents who had received induction training (N=17) and respondents who had not received induction training (N=100)

Extension Education Course Work Received -- Respondents who had taken a college course in Extension education (N=49) and respondents who had not taken a college course in Extension education (N=70)

The functions were then ranked for each "variable" group by mean weighted score in the same manner used for the "position" respondent groups of the study. The rankings were correlated to determine if there were "important" differences between the divisions as to their rankings of the functions. The procedure was used to determine the respondents' perceptions of both emphasis that should be given the administrators' functions and the emphasis that was currently being given those same functions.

A correlation matrix was developed for the "variable" groups and the functions using the Pearson product moment correlation formula. A correlation matrix was also developed for the "variable" groups themselves, also using the Pearson product moment formula.

The analysis of "should be" rankings was made by an examination of the data shown in Tables XII through XVII. The "currently being" rankings were analyzed by examination of the data found in Tables XXI through XXVI.

#### Age - "Should Be" Rankings

A comparison of the rankings of functions, as they "should be" emphasized, between respondents under 45 years of age and those 45 years of age and older is shown in Table XII. There were five functions with a "considerable" difference in their rankings by the two "variable" respondent groups.

TABLE XII

RANK ORDER OF KANSAS COOPERATIVE EXTENSION ADMINISTRATOR  
FUNCTIONS AS THEY SHOULD BE PERFORMED AS PERCEIVED BY  
RESPONDENTS BY AGE, 1964

Functions*	Respondent	
	Age Under 45 Years (N=66)	Age 45 Years and Older (N=56)
Motivating the staff . . .	1	3
Delegating authority and responsibility . . .	3.5	2
Recruiting and orienting staff . . .	5	1
Establishing budgets etc. . . .	2	6
Formulating and defining purposes and objectives . . .	3.5	4.5
Coordinating staff efforts . . .	6	7.5
Public relations person for Extension . . .	8.5	4.5
Keeping up on administrative research . . .	12	7.5
Planning educational programs . . .	10.5	9
Evaluating staff performance . . .	8.5	10
Evaluating programs and progress . . .	7	12
Reporting program progress . . .	10.5	13
Developing organizational arrangements . . .	13	11

\*Functions are listed in the rank order that was designated by the total respondent group. Functions are stated in full in Appendix A.



Functions which the older respondents felt should be receiving "considerably" more emphasis than did the younger respondents were "Recruiting and orienting staff . . .," "Public relations person for Extension . . .," and "Keeping up on administrative research . . ."

The younger respondents felt "considerably" more emphasis should be given "Establishing budgets etc. . . ." and "Evaluating programs and progress . . ."

The top six functions in rank for both groups, while not ranked identically, had only one function not in common. The correlation for the ranking of all thirteen functions between the two respondent groups was  $+0.677$ , indicating general agreement.

#### County Experience - "Should Be" Rankings

The high rho value of  $+0.866$  between respondents with and those without county experience is reflected in the rankings shown in Table XIII. The same six functions were selected by both "variable" groups for the top six positions. However, none were ranked in identical positions within that grouping.

There were no functions in the entire list with more than three ranks separating their rankings by the two respondent groups. Both groups agreed that "Reporting program progress . . ." and "Developing organizational arrangements . . ." should be ranked 12 and 13 respectively.

#### Present Work Experience - "Should Be" Rankings

Table XIV lists the data from which the analysis was made on the effect that present work experience had on the rankings of the administrative

TABLE XIII

RANK ORDER OF KANSAS COOPERATIVE EXTENSION ADMINISTRATOR  
FUNCTIONS AS THEY SHOULD BE PERFORMED AS PERCEIVED BY  
RESPONDENTS WITH AND WITHOUT COUNTY EXPERIENCE, 1964

Functions*	Respondents	
	Without Co. Experience (N=34)	With Co. Experience (N=80)
Motivating the staff . . .	1.5	3
Delegating authority and responsibility . . .	1.5	5
Recruiting and orienting staff . . .	3.5	1
Establishing budgets etc. . . .	5	2
Formulating and defining purposes and objectives . . .	3.5	4
Coordinating staff efforts . . .	6	6
Public relations person for Extension . . .	7	7
Keeping up on administrative research . . .	11	8
Planning educational programs . . .	9.5	9
Evaluating staff performance . . .	8	11
Evaluating programs and progress . . .	9.5	10
Reporting program progress . . .	12	12
Developing organizational arrangements . . .	13	13

\*Functions are listed in the rank order that was designated by the total respondent group. Functions are stated in full in Appendix A.

TABLE XIV

RANK ORDER OF KANSAS COOPERATIVE EXTENSION ADMINISTRATOR  
FUNCTIONS AS THEY SHOULD BE PERFORMED AS PERCEIVED BY  
RESPONDENTS BY PRESENT WORK EXPERIENCE, 1964

Functions*	Respondents	
	Less Than 6 Years of Experience (N=65)	6 Years or More of Experience (N=57)
Motivating the staff . . .	1	4
Delegating authority and responsibility . . .	4	1
Recruiting and orienting staff . . .	3	3
Establishing budgets etc. . . .	2	5
Formulating and defining purposes and objectives . . .	5.5	2
Coordinating staff efforts . . .	5.5	8
Public relations person for Extension . . .	7	7
Keeping up on administrative research . . .	9	9
Planning educational programs . . .	12	6
Evaluating staff performance . . .	10	10
Evaluating programs and progress . . .	8	11
Reporting program progress . . .	11	12
Developing organizational arrangements . . .	13	13

\*Functions are listed in the rank order that was designated by the total respondent group. Functions are stated in full in Appendix A.



functions. A rho value of +.731 was obtained from the data in Table XIV.

There was "considerable" disagreement on function ranking between respondents with less than six years of present work experience and those with six or more years experience on only one function. Respondents with more experience felt "Planning educational programs . . ." merited more emphasis than did the other group which ranked it.

The two groups disagreed on only one function in their selections of the six functions deserving the most emphasis. Those with more experience felt "Planning educational programs . . ." belonged in the top group, while the less experienced respondents ranked it 12, substituting for it, "Coordinating staff efforts . . ." The five functions which both groups ranked in the same positions were "Recruiting and orienting staff . . ." 3, "Public relations person for Extension . . ." 7, "Keeping up on administrative research . . ." 9, "Evaluating staff performance . . ." 10, and "Developing organizational arrangements . . ." 13.

#### Educational Degree Held - "Should Be" Rankings

Among the most interesting correlations made in the study were those between the respondents holding various educational degrees. As determined from the data in Table XV those correlations were:

<u>Degree Respondent Groups</u>	<u>rho</u>
Bachelors and Masters	+.727
Bachelors and Doctors	+.312
Masters and Doctors	+.412

It was noted that the only functional rankings that any of the three groups had in common were the ranking of "Evaluating programs and progress . . ."

TABLE XV

RANK ORDER OF KANSAS COOPERATIVE EXTENSION ADMINISTRATOR  
FUNCTIONS AS THEY SHOULD BE PERFORMED AS PERCEIVED BY  
RESPONDENTS WITH B.S., M.S. AND PH.D. DEGREES, 1964

Functions*	Respondents		
	B. S. Degree (N=35)	M. S. Degree (N=64)	Ph. D. Degree (N=21)
Motivating the staff . . .	4.5	1	5
Delegating authority and responsibility . . .	4.5	5	2
Recruiting and orienting staff . . .	2	4	3
Establishing budgets etc. . . .	1	3	8.5
Formulating and defining purposes and objectives . . .	7	2	6
Coordinating staff efforts . . .	4.5	6	4
Public relations person for Extension . . .	4.5	8	10.5
Keeping up on administrative research . . .	9.5	8	10.5
Planning educational programs . . .	11	12	1
Evaluating staff performance . . .	8	10	8.5
Evaluating programs and progress . . .	12	8	12
Reporting program progress . . .	13	11	7
Developing organizational arrangements . . .	9.5	13	13

\*Functions are listed in the rank order that was designated by the total respondent group. Functions are stated in full in Appendix A.

12 by both the respondents with B. S. degrees and those with Ph. D. degrees, and the ranking 13, of "Developing organizational arrangements . . ." by the Ph. D. and M. S. respondents.

The number of "considerable" differences in rankings between the respondent groups were:

<u>Respondent Groups</u>	<u>Number of 4 or More Rank Differences</u>
Bachelors and Masters	2
Bachelors and Doctors	4
Masters and Doctors	6

Examination of the six functions given the highest rankings by the three groups revealed only two variations among the groups. However, no function received the same ranking by any two of the three respondent groups. One of the variations was that the respondents with M. S. or Ph. D. degrees included "Formulating and defining purposes and objectives . . ." while the B. S. respondents substituted for it, "Public relations person for Extension . . . ." The other variation was the substitution of "Planning educational programs . . ." by the Ph. D. respondents for "Establishing budgets etc. . . .," which the other two groups considered of major importance. The Ph. D. respondents considered "Planning educational programs . . ." the most important function, while the other respondents ranked it 11 or 12.

Kendall's coefficient of concordance for the three respondent groups was  $W = .622$ , indicating general agreement but not major agreement.

#### Induction Training - "Should Be" Rankings

The correlation of the rankings of administrative functions made by respondents who had received induction training and those who had not,



Table XVI, produced one of the lower rho values between "variable" groups, a  $+.576$ .

There were four functions with four or more differences in rankings between the two groups. Those with induction training tended to place greater emphasis on "Delegating authority and responsibility . . .," "Reporting program progress . . .," and "Developing organizational arrangements . . ." than did those who had not received the training. Those without induction training stressed more emphasis on "Formulating and defining purposes and objectives . . ."

The two groups did not rank any functions identically, but had only one disagreement on the collective top six rankings. Those with induction training felt "Reporting program progress . . ." should be in the group instead of "Formulating and defining purposes and objectives . . .," which their counterparts had ranked there.

#### Extension Education Course Work - "Should Be" Rankings

The highest rho value found between the "variable" groups ( $+.883$ ), consequently the least disagreement, was found between those respondents who had taken course work in Extension education and those who had not. Examination of the data in Table XVII revealed only one "considerable" difference in rankings. Those without Extension education training ranked "Planning educational programs . . ." 8 while the other group placed it 12.

There was also disagreement between the variable groups on one function in their selections of the six most important functions. Those with course work in Extension education felt "Public relations person for Extension . . ." more important than "Coordinating staff efforts . . ."

TABLE XVI

RANK ORDER OF KANSAS COOPERATIVE EXTENSION ADMINISTRATOR  
FUNCTIONS AS THEY SHOULD BE PERFORMED AS PERCEIVED BY  
RESPONDENTS WITH AND WITHOUT INDUCTION TRAINING, 1964

Functions*	Respondents	
	With Ind. Training (N=17)	Without Ind. Training (N=100)
Motivating the staff . . .	2	1
Delegating authority and responsibility . . .	1	5
Recruiting and orienting staff . . .	3	2
Establishing budgets etc. . . .	4.5	4
Formulating and defining purposes and objectives	9.5	3
Coordinating staff efforts . . .	4.5	6
Public relations person for Extension . . .	9.5	7
Keeping up on administrative research . . .	7.5	8.5
Planning educational programs . . .	11.5	11
Evaluating staff performance . . .	11.5	8.5
Evaluating programs and progress . . .	13	10
Reporting program progress . . .	6	12
Developing organizational arrangements . . .	7.5	13

\*Functions are listed in the rank order that was designated by the total respondent group. Functions are stated in full in Appendix A.

TABLE XVII

RANK ORDER OF KANSAS COOPERATIVE EXTENSION ADMINISTRATOR FUNCTIONS  
AS THEY SHOULD BE PERFORMED AS PERCEIVED BY RESPONDENTS  
WITH AND WITHOUT EXTENSION EDUCATION COURSES, 1964

Functions*	Respondents	
	Have Not Had Ext. Education (N=70)	Have Had Ext. Education (N=49)
Motivating the staff . . .	1	1
Delegating authority and responsibility . . .	3.5	3
Recruiting and orienting staff . . .	2	4.5
Establishing budgets etc. . . .	3.5	6
Formulating and defining purposes and objectives . . .	5	2
Coordinating staff efforts . . .	6	7
Public relations person for Extension . . .	7	4.5
Keeping up on administrative research . . .	9.5	8.5
Planning educational programs . . .	8	12
Evaluating staff performance . . .	9.5	10
Evaluating programs and progress . . .	11	8.5
Reporting program progress . . .	12	11
Developing organizational arrangements . . .	13	13

\*Functions are listed in the rank order that was designated by the total respondent group. Functions are stated in full in Appendix A.



### General Observations on Variables - "Should Be" Emphasis

General agreement was discovered in the rankings between the "variable" divisions of the respondent groups on the emphasis administrative functions should receive. There were two exceptions noted--the lack of correlation found between the respondents with Ph. D. degrees and the other two "educational degree" groups. A summary of the correlations is presented in Table XVIII.

TABLE XVIII

A SUMMARY OF CORRELATION BETWEEN VARIABLE GROUPS ON THEIR  
RANKINGS OF EXTENSION ADMINISTRATIVE FUNCTIONS BY  
EMPHASIS THAT SHOULD BE GIVEN IN KANSAS, 1964

Variable Groups	rho
Age (less than 45 years and 45 years or older)	+.677
County Experience (with experience and without)	+.866
Present Work Experience (less than 6 years and 6 years or more)	+.731
Educational Degree (Bachelors and Masters)	+.727
Educational Degree (Bachelors and Doctors)	+.312
Educational Degree (Masters and Doctors)	+.412
Induction Training (completed and not completed)	+.576
College Course Work in Extension Education (received and not received)	+.883

A test of correlation was also made for the "variable" groups and the functions. The results of that test for the "should be" emphasis category are recorded in Table XIX.

There were no correlations meeting the minimum standard of "importance"

TABLE XIX

SUMMARY OF CORRELATIONS OF SIX INDEPENDENT VARIABLES AND RESPONDENTS' PERCEPTION OF EMPHASIS THAT SHOULD BE GIVEN FUNCTIONS OF THE COOPERATIVE EXTENSION ADMINISTRATOR IN KANSAS, 1964

Functions	Coefficient of Correlation by Variables*					
	Age	Co. Experience	Pres. Work Exper.	Degree Held	Ind. Training	Ext. Edu. Work
Stimulating and motivating the staff	.124	.030	.076	-.143	.059	-.101
Delegating and allocating authority and responsibility	.102	.018	.096	.056	.084	.017
Recruiting and orienting his immediate staff	.161	.211	.173	-.083	.032	-.030
Establishing budgets and other formal arrangements	-.004	.251	.001	-.223	.153	.027
Formulating and defining the purposes and objectives of the organization	.088	.181	.029	-.030	-.012	-.084
Coordinating the efforts of the staff	.172	.295	.109	-.151	.129	-.025
Serving as a public relations person for Extension	.176	.102	.146	-.164	.147	-.136
Keeping up to date on pertinent new developments and research in the field of administration	.270	.225	.189	-.012	.012	-.128
Planning broad educational programs	.162	.167	.186	.279	.048	-.058
Evaluating the quality and quantity of staff performance	.224	.115	.194	.002	.029	-.087

\*Variables are: Age, (Co. Experience) county experience, (Pres. Work Exper.) present work experience, Degree Held, (Ind. Training) induction training, and (Ext. Edu. Work) Extension education course work.

TABLE XIX (continued)

Functions	Coefficient of Correlation by Variables*					
	Age	Co. Experience	Pres. Work Experience	Degree Held	Ind. Training	Ext. Edu. Work
Evaluating programs and progress made	-.060	.144	-.085	.063	.063	-.261
Reporting program progress and accomplishments	.034	.139	.040	.104	.004	-.162
Developing and maintaining the organizational arrangements	.179	.169	.076	-.214	-.024	-.124



of .500 set by the author, based on the "Index of Forecasting Efficiency" quoted by Best.<sup>3</sup> The highest positive correlations found were "Coordinating staff efforts . . ." with "County Experience" (+.295), "Planning educational programs . . ." with "Degree Held" (+.279), and "Keeping up on administrative research . . ." with "Age" (+.270).

The largest negative correlations, as shown in Table XIX, were "Evaluating programs and progress . . ." with "Extension Education Course Work" (-.261), "Establishing budgets etc. . . ." with "Degree Held" (-.223) and "Recruiting and orienting staff . . ." with "County Experience" (-.211).

The lack of "important" correlation results, as shown by the correlation matrix, strengthened the conclusions indicated by other observations and tests that the relation of independent variables and the ranking of the functions by the respondent position groups was low.

The author also tested the relationships between the variables themselves by the Pearson product moment method. It was felt that perhaps a relationship existed between the rankings of the functions and such inter-related factors as youth, inexperience and lack of training as compared to older respondents with more experience and training. The matrix shown by Table XX reveals that the author was unable to develop such a correlation from the data. The only "important" correlation found was between "Age" and "Present Work Experience" (+.612). Using those two "variable" groups, the rankings of certain age-experience combinations were correlated by Spearman's rank correlation coefficient. The resulting rho values are listed:

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<sup>3</sup>Best, op. cit., p. 241.

TABLE XX

SUMMARY OF CORRELATION BETWEEN SIX INDEPENDENT VARIABLES  
OF THE RESPONDENT GROUP, KANSAS, 1964

Variables	Coefficient of Correlation by Variables					
	Age	County Experience	Present Work Experience	Degree Held	Induction Training	Extension Education Course Work
Extension Education Course Work	-.087	-.310	.130	.127	.057	1.000
Induction Training	-.017	.220	-.017	-.031	1.000	.057
Degree Held	-.002	-.112	.008	1.000	-.031	.127
Present Work Experience	.612	-.020	1.000	.008	-.017	.130
County Experience	.234	1.000	-.020	-.112	.220	-.310
Age	1.000	.234	.612	-.002	-.017	-.087

<u>Factors Compared</u>	<u>rho values</u>
Under 6 Years Present Work Experience vs. 45 or More Years of Age	+.800
6 or More Years Present Work Experience vs. Less Than 45 Years of Age	+.762
Less Than 6 Years Present Work Experience vs. Under 45 Years of Age	+.924
6 or More Years Present Work Experience vs. 45 or More Years of Age	+.899

The rho values were all high enough to be considered "important" correlations, indicating high agreement, even between opposite factors in the rankings of the functions by the emphasis they should receive. These results indicated to the author that they were not important variables influencing the respondents' rankings of the functions.

#### Age - "Currently Being" Rankings

Comparison of the rankings of functions, as they were currently being emphasized, between respondents under 45 years of age and those 45 years of age and older, is shown in Table XXI. There were two functions with "considerable" differences in rankings between the two respondent groups.

The younger respondents felt "Public relations person for Extension . . ." was receiving more emphasis and "Keeping up on administrative research . . ." less emphasis proportionately, than did the older group.

For the six functions receiving the highest rankings the younger group substituted "Public relations person for Extension . . ." and "Reporting program progress . . ." for the older group's choices of "Keeping up on administrative research . . ." and "Delegating authority and responsibility . . ."



TABLE XXI

RANK ORDER OF KANSAS COOPERATIVE EXTENSION ADMINISTRATOR  
FUNCTIONS AS CURRENTLY BEING PERFORMED AS PERCEIVED BY  
RESPONDENTS BY AGE, 1964

Functions*	Respondents	
	Age Under 45 Years (N=65)	Age 45 Years and Older (N=56)
Establishing budgets etc. . . .	1	1
Recruiting and orienting staff . . .	2	2
Formulating and defining purposes and objectives . . .	3	4.5
Developing organizational arrangements . . .	4	3
Delegating authority and responsibility . . .	7	6
Keeping up on administrative research . . .	9	4.5
Reporting program progress . . .	6	8
Public relations person for Extension . . .	5	10
Evaluating programs and progress . . .	8	7
Motivating the staff . . .	11	9
Coordinating staff efforts . . .	10	12.5
Planning educational programs . . .	12	12.5
Evaluating staff performance . . .	13	11

\*Functions are listed in the rank order that was designated by the total respondent group. Functions are stated in full in Appendix A.

Both respondent groups ranked "Establishing budgets etc. . . ." and "Recruiting and orienting staff . . ." 1 and 2 respectively. They were not in identical agreement on their rankings of any of the remaining functions. General agreement was indicated, however, by a rather high rho of  $+0.810$ .

#### County Experience - "Currently Being" Rankings

The high rho value of  $+0.920$  between respondents with and those without county experience is reflected in the rankings shown in Table XXII. There were no important differences between the rankings of any of the functions. The two groups agreed that "Establishing budgets etc. . . ." was receiving the most emphasis followed by "Recruiting and orienting staff . . . ." No other functions received similar rankings by both groups.

#### Present Work Experience - "Currently Being" Rankings

Table XXIII records the data from which the analysis was made concerning the effect present work experience had on the ranking of the administrative functions. The respondents' rho correlation in their rankings of the emphasis that the functions were currently receiving was  $+0.864$ .

The respondents concurred in their rankings of the first four functions which were, in descending order, "Establishing budgets etc. . . .," "Recruiting and orienting staff . . .," "Formulating and defining purposes and objectives . . .," and "Developing organizational arrangements . . . ." There was "considerable" difference between two functions. Those with less experience felt "Public relations person for Extension . . ." was receiving more emphasis than "Keeping up on administrative research . . . ."

TABLE XXII

RANK ORDER OF KANSAS COOPERATIVE EXTENSION ADMINISTRATOR  
FUNCTIONS AS CURRENTLY BEING PERFORMED AS PERCEIVED BY  
RESPONDENTS WITH AND WITHOUT COUNTY EXPERIENCE, 1964

Functions*	Respondents	
	Without Co. Experience (N=34)	With Co. Experience (N=79)
Establishing budgets etc. . . .	1	1
Recruiting and orienting staff . . .	2	2
Formulating and defining purposes and objectives . . .	4	3.5
Developing organizational arrangements . . .	3	3.5
Delegating authority and responsibility . . .	6	5.5
Keeping up on administrative research . . .	8.5	5.5
Reporting program progress . . .	5	8
Public relations person for Extension . . .	7	9
Evaluating programs and progress . . .	8.5	7
Motivating the staff . . .	11	10
Coordinating staff efforts . . .	10	11
Planning educational programs . . .	13	12
Evaluating staff performance . . .	12	13

\*Functions are listed in the rank order that was designated by the total respondent group. Functions are stated in full in Appendix A.



TABLE XXIII

RANK ORDER OF KANSAS COOPERATIVE EXTENSION ADMINISTRATOR  
FUNCTIONS AS CURRENTLY BEING PERFORMED AS PERCEIVED BY  
RESPONDENTS BY PRESENT WORK EXPERIENCE, 1964

Functions*	Respondents	
	Less Than 6 Years of Experience (N=64)	6 Years or More of Experience (N=57)
Establishing budgets etc. . . .	1	1
Recruiting and orienting staff . . .	2	2
Formulating and defining purposes and objectives	3	3
Developing organizational arrangements . . .	4	4
Delegating authority and responsibility . . .	5.5	6
Keeping up on administrative research . . .	9	5
Reporting program progress . . .	8	7
Public relations person for Extension . . .	5.5	9.5
Evaluating programs and progress . . .	7	8
Motivating the staff . . .	11	9.5
Coordinating staff efforts . . .	10	13
Planning educational programs . . .	12	12
Evaluating staff performance . . .	13	11

\*Functions are listed in the rank order that was designated by the total respondent group. Functions are stated in full in Appendix A.

### Educational Degree Held - "Currently Being" Rankings

There was general agreement among the three groups of "educational degree" respondents regarding the emphasis currently being given the administrative functions. Analysis of the data in Table XXIV resulted in a Kendall's W of .868. Rho correlations between the "degree" groups were:

<u>Respondent Groups</u>	<u>rho</u>
Bachelors and Masters	+.734
Bachelors and Doctors	+.896
Masters and Doctors	+.945

There were no differences of more than 3 ranks between the rankings of the functions by the respondents with M. S. or Ph. D. degrees. "Considerable" differences were found between those with B. S. degrees and the other two groups on rankings of two functions. The former group believed less emphasis was being given to "Reporting program progress . . ." and "Delegating authority and responsibility . . ." than did the others. They also indicated by their rankings that they felt "Coordinating staff efforts . . ." was being given considerably more emphasis than did the M. S. respondents.

Only minor ranking differences separated the three groups in their selections of the six functions they believed were receiving the most emphasis. Those with B. S. degrees included "Evaluating programs and progress . . ."--omitted by the other respondents. The respondents with Ph. D. degrees rated "Reporting program progress . . ." in the top six rankings, excluding "Keeping up on administrative research . . .," which was included by respondents with B. S. or M. S. degrees. Only one rank separated any of the first four functions in the rankings of the three respondent groups.

TABLE XXIV

RANK ORDER OF KANSAS COOPERATIVE EXTENSION ADMINISTRATOR  
FUNCTIONS AS CURRENTLY BEING PERFORMED AS PERCEIVED BY  
RESPONDENTS WITH B. S., M. S. AND PH. D. DEGREES, 1964

Functions*	Respondents		
	B. S. Degree (N=35)	M. S. Degree (N=64)	Ph. D. Degree (N=20)
Establishing budgets etc. . . .	1	1	1
Recruiting and orienting staff . . .	2	2	2
Formulating and defining purposes and objectives . . .	3	4	3
Developing organizational arrangements . . .	4	3	4
Delegating authority and responsibility . . .	10	6	5
Keeping up on administrative research . . .	5.5	6	8
Reporting program progress . . .	11	6	6
Public relations person for Extension . . .	9	8	8
Evaluating programs and progress . . .	5.5	9	8
Motivating the staff . . .	7.5	10	11
Coordinating staff efforts . . .	7.5	13	10
Planning educational programs . . .	12	12	13
Evaluating staff performance . . .	13	11	12

\*Functions are listed in the rank order that was designated by the total respondent group. Functions are stated in full in Appendix A.



They were in agreement that "Establishing budgets etc. . . ." and "Recruiting and orienting staff . . ." were the 1 and 2 functions respectively.

#### Induction Training - "Currently Being" Rankings

A rho correlation of  $+0.868$  was found between the rankings of respondents who had completed and those who had not completed induction training. This relatively high correlation, determined from the data found in Table XXV, suggested that differences in the perceptions of respondent groups on emphasis currently being given administrative functions could not be attributed to the influence of induction training upon the respondents.

The two groups were in complete agreement on their rankings of the first four functions. It was interesting to note, however, that those without induction training placed the functions "Delegating authority and responsibility . . ." and "Keeping up on administrative research . . ." in ranks 5 and 6 while the respondents having completed induction training placed "Public relations person for Extension . . ." and "Evaluating programs and progress . . ." in those positions.

#### Extension Education Course Work - "Currently Being" Rankings

Except for the correlation between the B. S. and M. S. respondents, (a rho of  $+0.734$ ), the respondents with and without Extension education course work had the lowest correlation of any of the variable groups. However, their rho of  $+0.739$  still was an "important" correlation signifying at least general agreement on their rankings of the functions.

The rankings of the two groups, Table XXVI, point out two functions which had four or more differences of rank. Those with Extension education

TABLE XXV

RANK ORDER OF KANSAS COOPERATIVE EXTENSION ADMINISTRATOR  
FUNCTIONS AS CURRENTLY BEING PERFORMED AS PERCEIVED BY  
RESPONDENTS WITH AND WITHOUT INDUCTION TRAINING, 1964

Functions*	Respondents	
	With Ind. Training (N=16)	Without Ind. Training (N=100)
Establishing budgets etc. . . .	1	1
Recruiting and orienting staff . . .	2	2
Formulating and defining purposes and objectives . . .	3	3
Developing organizational arrangements	4	4
Delegating authority and responsibility . . .	9.5	5.5
Keeping up on administrative research . . .	8	5.5
Reporting program progress . . .	7	7
Public relations person for Extension . . .	5.5	9
Evaluating programs and progress . . .	5.5	8
Motivating the staff . . .	12	10
Coordinating staff efforts . . .	9.5	11
Planning educational programs . . .	11	12
Evaluating staff performance . . .	13	13

\*Functions are listed in the rank order that was designated by the total respondent group. Functions are stated in full in Appendix A.

TABLE XXVI

RANK ORDER OF KANSAS COOPERATIVE EXTENSION ADMINISTRATOR FUNCTIONS  
AS CURRENTLY BEING PERFORMED AS PERCEIVED BY RESPONDENTS  
WITH AND WITHOUT EXTENSION EDUCATION COURSES, 1964

Functions*	Respondents	
	Have Not Had Ext. Education (N=69)	Have Had Ext. Education (N=49)
Establishing budgets etc. . . .	1	1
Recruiting and orienting staff . . .	2	2
Formulating and defining purposes and objectives . . .	3	4
Developing organizational arrangements . . .	5	3
Delegating authority and responsibility . . .	8	5.5
Keeping up on administrative research . . .	4	7.5
Reporting program progress . . .	7	9
Public relations person for Extension . . .	9	5.5
Evaluating programs and progress . . .	6	10
Motivating the staff . . .	10	12
Coordinating staff efforts . . .	13	7.5
Planning educational programs . . .	11	11
Evaluating staff performance . . .	12	13

\*Functions are listed in the rank order that was designated by the total respondent group. Functions are stated in full in Appendix A.



course work ranked "Evaluating programs and progress . . ." higher and "Coordinating staff efforts . . ." lower in emphasis being received than did respondents with course work. Only the functions ranked 1 and 2, "Establishing budgets etc. . . ." and "Recruiting and orienting staff . . ." and the function ranked 11, "Planning educational programs . . ." were given the same positions by those two "variable" groups.

#### General Observations on Variables - "Currently Being" Emphasis

A general agreement was found to exist between the rankings by the "variable" divisions of the respondent groups. A summary of the correlations is presented in Table XXVII.

TABLE XXVII

A SUMMARY OF CORRELATION BETWEEN VARIABLE GROUPS ON RANKING  
OF KANSAS EXTENSION ADMINISTRATIVE FUNCTIONS BY  
EMPHASIS "CURRENTLY BEING GIVEN," 1964

Variable Groups	rho
Age (less than 45 years and 45 years or older)	+.810
County Experience (with experience and without)	+.920
Present Position Experience (less than 6 years and 6 years or more)	+.864
Educational Degree (Bachelors and Masters)	+.734
Educational Degree (Bachelors and Doctors)	+.896
Educational Degree (Masters and Doctors)	+.945
Induction Training (completed and not completed)	+.868
College Course Work in Extension Education (received and not received)	+.739

A test of correlation was also made for the "variable" groups and the functions. The results of that test for the "currently being" emphasis category are recorded in Table XXVIII. There were no correlations meeting the minimum standard of "importance" of .500 set by the author. The lack of "important" correlation strengthened the conclusions suggested by other observations and tests that the relation of independent variables and the ranking of the functions by the respondent "position" groups was low.

#### General Observations - Variables

Correlations between "variable" groups suggested that no great differences in rankings occurred between the divisions established for testing, with the exceptions noted between the "educational degree" respondents. It was also noted that, as with the respondent "position" groups, there was generally higher correlation about the emphasis currently being given the functions than about the emphasis they should receive.

In relation to "should be" emphasis the variables with the lowest correlations were "B. S." - "Ph. D." (+.312), "M. S." - "Ph. D." (+.412), "Induction training" (+.576) and "Age" (+.677). Only the first two, however, were below the general agreement range of correlation.

In relation to emphasis currently being given the functions, "B. S." - "M. S." (+.734) and "Extension education course work" (+.739) had the lowest correlations. However, both were high enough to indicate general agreement.

There was general agreement in the rankings of nearly all "variable" groups about the six functions that should be receiving the most emphasis. They were "Motivating the staff . . .," "Delegating authority and responsibility . . .," "Recruiting and orienting staff . . .," "Establishing budgets

TABLE XXVIII

SUMMARY OF CORRELATIONS OF SIX INDEPENDENT VARIABLES AND RESPONDENTS'  
PERCEPTION OF EMPHASIS CURRENTLY BEING GIVEN FUNCTIONS OF THE  
COOPERATIVE EXTENSION ADMINISTRATOR IN KANSAS, 1964

Functions	Coefficient of Correlation by Variables*					
	Age	Co. Experience	Pres. Work Exper.	Degree Held	Ind. Training	Ext. Edu. Work
Establishing budgets and other formal arrangements	.087	.248	.021	-.050	.177	.018
Recruiting and orienting his immediate staff	.073	.148	.093	-.064	.036	-.035
Formulating and defining the purposes and objectives of the organization	.033	-.008	.046	-.113	.003	-.036
Developing and maintaining the organizational arrangements	.086	.087	-.035	-.052	.100	-.006
Delegating and allocating authority and responsibility	-.011	.020	.040	-.051	.194	.026
Keeping up to date on pertinent new developments and research in the field of administration	.183	.089	.135	-.126	.076	.081
Reporting program progress and accomplishments	-.027	-.030	.044	-.042	.010	.094
Serving as a public relations person for Extension	-.035	.095	-.021	-.150	.005	-.054
Evaluating the quality and quantity of staff performance	.064	.068	-.034	-.163	-.044	.053

\*Variables are: Age, (Co. Experience) county experience, (Pres. Work Exper.) present work experience, Degree Held, (Ind. Training) induction training, and (Ext. Edu. Work) Extension education course work.



TABLE XXVIII (continued)

Functions	Coefficient of Correlation by Variables*					
	Age	Co.	Pres.	Degree	Ind.	Ext.
		Expe- ience	Work Exper.	Held	Train- ing	Edu. Work
Stimulating and motivating the staff	.072	.130	.112	-.178	.067	-.023
Coordinating the efforts of the staff	-.108	.040	.161	-.129	.092	-.155
Planning broad educational programs	.000	.121	.048	-.140	.057	-.055
Evaluating the quality and quantity of staff performance	.197	.171	.122	-.074	.057	.153

etc. . . .," "Formulating and defining purposes and objectives . . .," and "Coordinating staff efforts . . . ." This group of functions was identical to the top six functions as ranked by the total respondent "position" group.

There were three notable major exceptions to the grouping mentioned in the preceding paragraph. The respondents with six years or more of present work experience felt "Planning educational programs . . ." should replace "Coordinating staff efforts . . . ." Respondents with Ph. D. degrees felt "Planning educational programs . . ." more important than "Establishing budgets etc. . . ." Those respondents with induction training considered "Reporting program progress . . ." deserving of more emphasis than "Formulating and defining purposes and objectives . . . ."

The "variable" respondent groups reached general agreement on the functions ranked 11 and 12. They were the same functions ranked there by the total respondent "position" groups. The functions were "Reporting program progress . . ." and "Developing organizational arrangements . . . ." Primary exceptions were those with B. S. degrees, Ph. D. degrees and induction training. The respondents with B. S. degrees gave more importance to "Developing organizational arrangements . . ." while the Ph. D. respondents gave higher ranking to "Reporting program progress . . . ." Respondents with induction training rated both functions considerably higher than did the total "variable" group.

In general, the "variable" and total "position" respondent groups gave the highest rankings, for emphasis currently being given by administrators, to the same six functions. Those functions were "Establishing budgets etc. . . .," "Recruiting and orienting staff . . . .," "Formulating and

defining purposes and objectives . . .," "Developing organizational arrangements . . .," "Delegating authority and responsibility . . .," and "Keeping up on administrative research . . ."

There were several major exceptions. Respondents under 45 years of age and those with less than 6 years of present work experience felt major emphasis was going to "Public relations person for Extension . . .". Respondents with B. S. degrees indicated they believed "Evaluating programs and progress . . ." was receiving higher emphasis than did the total respondent group. Respondents who had completed induction training differed from the total group by giving a higher ranking to "Public relations person for Extension . . ." and "Evaluating programs and progress . . .".



## CHAPTER IV

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The general purpose of this study was to attempt to define more clearly the role of the Cooperative Extension administrator in Kansas. The role of the administrator was examined in terms of thirteen major functions, identified from the literature, research studies, and personal experiences of Kansas Cooperative Extension personnel.

The data used in the study were collected by a structured, mail questionnaire submitted to all Kansas Cooperative Extension Service administrators, district Extension supervisors, and specialists. The questionnaire included a face page designed to secure information about the respondent but omitting the respondent's name. The remainder of the questionnaire was the list of thirteen administrative functions and instructions for its completion. The respondent was asked to indicate his perception of the emphasis each function was receiving and how much emphasis it should receive. Each of the functions was rated on a scale of one (lowest emphasis) to five (highest emphasis). The percentages of usable responses were: administrators (82 per cent), district Extension supervisors (100 per cent), and specialists (79 per cent).

The information from the questionnaires was punched on IBM cards for computation. The computer program used gave, by respondent groups, the ratings of each administrative function by number of respondents, percentage distributions and mean weighted scores. The thirteen functions were then ranked according to mean weighted scores for each of the respondent groups.

The rankings were used for comparing the "should be" and the "currently being" ratings among the various respondent groups. A difference of four or more ranks in the rankings of a function by the respondents was designated a "considerable" difference. The computer also was used to develop a correlation matrix of functions and variables.

The overall degree of agreement between two sets of rankings was measured by the Spearman coefficient of rank correlation ( $\rho$ ). For a measure of agreement among three sets of rankings, the Kendall coefficient of concordance ( $W$ ) was used. Pearson's product moment correlation ( $r$ ), was used to develop the correlation matrices. Consensus was considered to be the largest percentage of respondents who selected the same degree of emphasis for a particular function. Consensus was used as a measure of the agreement within a respondent group. A percentage of 70 or greater was considered to be a "high" consensus. "Medium" consensus was considered to be in the percentage range 50 through 69 and "low" consensus was set at 49 per cent or lower.

Specific objectives of the study were:

1. To determine the rank order of importance of selected functions of the Cooperative Extension administrator in Kansas as they should be performed and as they are currently being performed as perceived by the administrators, district supervisors, and specialists of the Cooperative Extension Service in Kansas.
2. To compare the emphasis that should be placed on selected administrative functions and the emphasis that is currently being placed on them, as perceived by the respondent groups both separately and collectively.

3. To determine the amount of consensus among and within the respondent position groups, as to the importance of the functions by the emphasis categories associated with them.

4. To determine if the factors of: age, experience as a county worker, number of years in present type of Extension work, degree held, induction training received and Extension education course work received, related to the concept of the role of the administrator by the respondents.

#### SUMMARY AND CONCLUSIONS BY OBJECTIVES

The summary and conclusions for this study are organized according to the four stated objectives of the study:

Objective 1: To determine the rank order of importance of selected functions of the Cooperative Extension administrator in Kansas as they should be performed and as they are currently being performed as perceived by the administrators, district supervisors, and specialists of the Cooperative Extension Service in Kansas.

There was a general lack of agreement among the three respondent "position" groups concerning the relative emphasis that should be given the administrative functions. This lack of agreement was indicated by a low coefficient of concordance among the groups ( $W=.468$ ) in their rankings of the functions.

The rho values between the various groups of respondents as determined by the coefficient of rank order correlation are listed below:

Administrators and District Supervisors	-.173
District Supervisors and Specialists	+.543
Specialists and Administrators	+.324



The general disagreement was also indicated by the fact that no functions were given the same rank by any two of the three respondent "position" groups. The specialists and district supervisors were in closest agreement and the administrators and district supervisors had the least agreement between their rankings of the functions.

The rank order of importance of the selected administrative functions as they should be performed was perceived by the total respondent group to be:

1. Stimulating and motivating the staff
2. Delegating and allocating authority and responsibility
3. Recruiting and orienting his immediate staff
4. Establishing budgets and other formal arrangements
5. Formulating and defining the purposes and objectives of the organization
6. Coordinating the efforts of staff
7. Serving as a public relations person for Extension
8. Keeping up to date on pertinent new developments and research in the field of administration
9. Planning broad educational programs
10. Evaluating the quality and quantity of staff performance
11. Evaluating programs and progress made
12. Reporting program progress
13. Developing and maintaining the organizational arrangements

The total group indicated their perceptions of the amount of emphasis being given the functions currently by the administrators by assigning the following rankings to the functions:

1. Establishing budgets and other formal arrangements
2. Recruiting and orienting his immediate staff
3. Formulating and defining the purposes and objectives of the organization
4. Developing and maintaining the organizational arrangements
5. Delegating and allocating authority and responsibility
6. Keeping up to date on pertinent new developments and research in the field of administration
7. Reporting program progress and accomplishments
8. Serving as a public relations person for Extension
9. Evaluating programs and progress made
10. Stimulating and motivating the staff
11. Coordinating the efforts of staff
12. Planning broad educational programs
13. Evaluating the quality and quantity of staff performance

There was higher agreement among the respondent groups in their perception of the emphasis currently being given to the functions, as evidenced by a W of .690. This was a sufficient rating for the author to conclude there was at least general agreement among the groups in their rankings.

The rho correlations between the various respondent groups for the "currently being" rankings were:

Administrators and District Supervisors	+.489
District Supervisors and Specialists	+.615
Specialists and Administrators	+.566

Although the amount of agreement, as measured by rank correlation, was

greater for "currently being" emphasis between all groups, the greatest disagreements were found between the same groups as they were in the "should be" emphasis category.

Objective 2: To compare the emphasis that should be placed on selected administrative functions and the emphasis that is currently being placed on them, as perceived by the respondent groups, both separately and collectively.

The "should be" and "currently being" rankings of each group were compared to obtain a measure of each group's feelings about the administrators' current performance in relation to the group's expectations. A high degree of agreement between the two rankings was assumed to indicate that a group believed that the Extension administrators were doing what they should be doing. The rho correlations between the "should be" and "currently being" rankings of the three respondent groups are listed below:

Specialists	+ .304
Administrators	+ .244
District Supervisors	+ .084

None of the correlations were considered "important" enough by the author to indicate agreement that the administrators were placing proper emphasis on the selected functions.

Objective 3: To determine the amount of consensus among and within respondent position groups, as to the importance of the functions by the emphasis categories associated with them.

The respondents had greater consensus about the emphasis the functions should be given than about the emphasis currently being given them. The



following figures indicate the number of functions about which there was "high," "low," or "medium" consensus for each respondent group:

Group	<u>"Currently Being" Consensus</u>		
	High	Medium	Low
District Supervisors	0	9	4
Administrators	0	5	8
Specialists	0	0	13

Group	<u>"Should Be" Consensus</u>		
	High	Medium	Low
District Supervisors	4	8	1
Administrators	1	9	3
Specialists	0	7	6

The observation was also made that correlations between the rankings of functions by mean weighted score and by consensus indicated consensus apparently played a minor role in the rankings of the emphasis currently being placed on the functions. There was a strong correlation, however, between consensus and the "should be" rankings.

Objective 4: To determine if the factors of: age, experience as a county worker, number of years in present type of Extension work, degree held, induction training received and Extension education course work received, related to the concept of the role of the administrator by the respondents.

The respondents were divided into the "variable" groups and then subdivided into the following units for correlation purposes:

Age -- Younger respondents under 45 years of age and older respondents

45 years and older

Experience as a County Worker -- Respondents with county experience

and respondents without county experience

Number of Years in Present Type of Extension Work -- Respondents with less than 6 years experience in their present work and respondents with 6 years or more experience in their present work

Degree Held -- Respondents with B. S. degrees, respondents with M. S. degrees and respondents with Ph. D. degrees

Induction Training Received -- Respondents who had received induction training and respondents who had not received induction training

Extension Education Course Work Received -- Respondents who had taken a college course in Extension education and respondents who had not taken a college course in Extension education

A high degree of correlation between the variable subdivisions was taken to denote high agreement. If agreement was high it was assumed the variable factors would not be an important factor in the rankings by the respondent "position" groups.

Correlations between "variable" groups suggested that the differences in rankings by "position" groups were not attributable to the variables. The only exceptions were found in relation to "should be" emphasis between respondents with Ph. D. degrees and those with B. S. degrees ( $\rho=+.312$ ) and between Ph. D. and M. S. degree respondents ( $\rho=+.412$ ).

A correlation matrix indicated the only "important" association between variables was that of "Age" and "Number of Years in Present Type of Extension Work."

## GENERAL CONCLUSIONS

There was a general lack of agreement among the respondent groups concerning the emphasis that should be given the functions of the Cooperative Extension administrator in Kansas.

A general, although not high, agreement existed among the respondent groups regarding the relative amount of emphasis that was currently being given the functions by the administrators.

The greatest amount of disagreement throughout the study was found between the administrators and district supervisors. The highest agreement was between the specialists and supervisors. All of the respondent groups had higher agreement regarding the "currently being" emphasis than about the "should be" emphasis.

In nearly every instance all respondent groups indicated they felt all of the functions deserved more emphasis than they were receiving. The exception was "Establishing budgets and other formal arrangements," as perceived by the administrators.

None of the respondent groups felt the proper emphasis was being given the proper functions, according to the rankings in the study. The specialists were the most satisfied with the administrators' performance, but even that group indicated a lack of general agreement.

It appeared from the data collected that the groups tended to rank highest the functions about which there was the highest degree of consensus within the group. This was not always the case, however, and was more readily apparent in the "should be" rankings than in the "currently being" rankings.

The study indicated that the only variable having an important relation



to the rankings by the respondents was that of the educational degree they held. There was disagreement between respondents with Ph. D. degrees and those with M. S. or B. S. degrees in the rankings by "should be" emphasis. With that exception, however, it was concluded that the individual variables played little or no part in the rankings of the administrative functions by the respondent "position" groups.

The conclusion was drawn from the study that under the existing circumstances it would be very difficult for the Cooperative Extension administrators in Kansas to perform their functions and meet the role expectations of all the respondent groups.

#### RECOMMENDATIONS

The following recommendations are based upon the results of this study and the author's interpretations of those results.

1. Further study should be undertaken to determine the viewpoints and expectations of the immediate "superiors" of the Kansas Cooperative Extension administrators to complete the expectations important to the definition of the administrator's role.
2. The findings of this study should be made available to all groups of respondents involved in the study.
3. There should be some provision made for more open and effective communication between the respondent groups of the study. A clarification of administrative and supervisory functions should be made to allow all "position" groups to fulfill their organizational obligations and to know which positions are expected to meet their felt needs for leadership.

4. The role of the administrator in the Kansas Cooperative Extension Service should be defined as completely as possible and included as a part of any induction training given new employees of that organization. It should also be included as a part of the overall position description of the organization.
5. Because of the great variation in administrative roles, the administrator position description should be subdivided into homogeneous types of roles for description purposes.

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## APPENDICES



**A FULL AND ABBREVIATED LISTING OF THE SELECTED  
ADMINISTRATIVE FUNCTIONS**

<u>Complete Statement</u>	<u>Abbreviated Form</u>
1. Recruiting and orienting his immediate staff	1. Recruiting and orienting staff . . .
2. Formulating and defining the purposes and objectives of the organization	2. Formulating and defining purposes and objectives . . .
3. Evaluating programs and progress made	3. Evaluating programs and progress . . .
4. Serving as a public relations person for Extension	4. Public relations person for Extension . . .
5. Reporting program progress and accomplishments	5. Reporting program progress . . .
6. Planning broad educational programs	6. Planning educational programs . . .
7. Delegating and allocating authority and responsibility	7. Delegating authority and responsibility . . .
8. Stimulating and motivating the staff	8. Motivating the staff . . .
9. Establishing budgets and other formal arrangements	9. Establishing budgets etc. . . .
10. Evaluating the quality and quantity of staff performance	10. Evaluating staff performance . . .
11. Coordinating the efforts of staff	11. Coordinating staff efforts . . .
12. Developing and maintaining the organizational arrangements	12. Developing organizational arrangements . . .
13. Keeping up to date on pertinent new developments and research in the field of administration	13. Keeping up on administrative research . . .

**APPENDIX E**

**QUESTIONNAIRE AND RELATED PAPERS**

COOPERATIVE EXTENSION SERVICE  
IN  
AGRICULTURE AND HOME ECONOMICS

KANSAS STATE UNIVERSITY  
Division of Extension  
Office of Director, Umberger Hall  
MANHATTAN, KANSAS 66504

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November 14, 1964

TO: Kansas Cooperative Extension Service Staff Members

RE: "The Role of Cooperative Extension Personnel in Kansas"

Dear Colleagues:

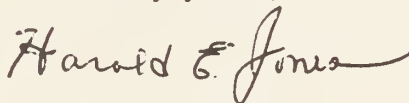
Attached to this letter is an Opinion Survey designed to give you the opportunity to express your feelings regarding certain functions of Extension Personnel.

Please respond conscientiously to all items on all pages.  
No attempt will be made to identify individual respondents.

You should be able to complete the questionnaire in 20 to 30 minutes.

Please return the completed questionnaire to my office not later than December 15, 1964.

Sincerely yours,



Harold E. Jones  
Director

HEJ:sf

Attachment



## THE ROLE OF COOPERATIVE EXTENSION PERSONNEL IN KANSAS

### Purpose of the Study

This study represents one step in the attempt to define more clearly the various jobs of Cooperative Extension Personnel in Kansas. The results of the study will be made available to committees working on job descriptions during 1965.

The study deals with certain identified functions of staff members. The primary purpose is to determine the degree of consensus among members of the Extension staff and among members of county executive boards as to the order of importance of these functions, now and in the future.

The data will be analyzed by graduate students in Extension Education at Kansas State University.

### General Instructions

- a. Please do not sign the questionnaire.
- b. There are no "right" or "wrong" responses to the statements. Your own feelings and opinions, based on your knowledge and experience, as of now are important.
- c. Please disregard IBM numbers in the margins as they are to be used for tabulation purposes only.
- d. Please re-check the total questionnaire after you have completed it to make sure you have responded to all items on all pages.

QUESTIONNAIRE

I. B. M.

Col. No.

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

4. Please check the category into which your present position falls:

1. \_\_\_\_ Administration (includes all people in Project 1 plus State Leaders, Associate State Leaders, and Academic Department Heads)

2. \_\_\_\_ District Agricultural Agent

3. \_\_\_\_ District Home Economics Agent

4. \_\_\_\_ Specialist (includes Associate and Assistant Editors, Section Leaders, District Economists, F.M. Fieldmen, Area Agriculturalists, Area and District Foresters, Area Engineers, Assistants to State Leaders, and 4-H Club Specialists)

5. \_\_\_\_ Agricultural Agent (includes County Agricultural Agents, Assistant County Agricultural Agents and Male Assistant County Extension Agents)

6. \_\_\_\_ Home Economics Agent (includes County Home Economics Agents, Assistant County Home Economics Agents, Female Assistant or Associate County Extension Agents)

7. \_\_\_\_ 4-H Club Agent (includes County Club Agents and Assistant County Club Agents)

5. Please indicate your Extension project number (county workers check Project 8):

1. \_\_\_\_ Project 1 (Extension Administration)

5. \_\_\_\_ Project 5 (Home Economics)

2. \_\_\_\_ Project 2 (Information)

6. \_\_\_\_ Project 6 (4-H)

3. \_\_\_\_ Project 3 (Agricultural Production, Management and Natural Resources)

7. \_\_\_\_ Project 7 (Community Public Affairs)

4. \_\_\_\_ Project 4 (Marketing)

8. \_\_\_\_ Project 8 (County Extension Operations)

6. Sex:

1. \_\_\_\_ Male

2. \_\_\_\_ Female

7. Age - as of December 1, 1964:

1. ☐ Under 25 years

4. ☐ 45 & under 55 years

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2. ☐ 25 & under 35 years

5. ☐ 55 & under 65 years

3. ☐ 35 & under 45 years

6. ☐ 65 years & over

8. Number of years experience as a county Extension worker as of December 1, 1964:

1. ☐ None

5. ☐ 11 years but less than 16

2. ☐ Less than 1 year

6. ☐ 16 years but less than 21

3. ☐ 1 year but less than 6

7. ☐ 21 years and over

4. ☐ 6 years but less than 11

9. Number of years experience in your present type of Extension work as of December 1, 1964:

1. ☐ Less than 1 year

4. ☐ 11 years but less than 16

2. ☐ 1 year but less than 6

5. ☐ 16 years but less than 21

3. ☐ 6 years but less than 11

6. ☐ 21 years and over

10. What is the highest degree you hold as of December 1, 1964?:

1. ☐ Bachelor

2. ☐ Master's

3. ☐ Doctor's

11. Have you done graduate work beyond degree checked above?:

1. ☐ Yes

2. ☐ No

12. Have you completed the 5 week Kansas Extension Service Induction Training Program?:

1. ☐ Yes

2. ☐ No

13. (If a county worker) in which Extension District do you work?:

1. ☐ Central

4. ☐ Northwest

2. ☐ Northeast

5. ☐ Southwest

3. ☐ Southeast

14. (If a county worker) would you classify the economy of your county as rural or urban?:

1. ☐ Rural

2. ☐ Urban

15. Have you ever taken a college course in Extension Education?:

1. ☐ Yes

2. ☐ No



### SPECIFIC INSTRUCTIONS

On the following pages are lists of functions identified from the literature and research studies which are performed by individuals in various job categories of the Cooperative Extension Service. Please evaluate the functions listed for each of the job categories included in this questionnaire. There are two sets of rating scales for each function. On rating scale I, please indicate the degree of emphasis you believe should be given to each function by circling the appropriate number.

On rating scale II, circle the number indicating the degree of emphasis you feel is currently given to each function.

If you feel important functions have been omitted, please add and indicate the degree of emphasis.

#### Definitions:

- ⑤ Major Emphasis - A function which receives (or should receive) a great deal of attention and top priority of time.
- ④ Important Emphasis - A function which is seldom (or seldom should be) neglected, but might be postponed for top priority work.
- ③ Intermediate Emphasis - A function which is done (or should be done) but might be postponed for more urgent work.
- ② Minor Emphasis - A function which might be (or might ought to be done) but only if a person finds time.
- ① No Emphasis - A function on which no time is (or ought to be) spent.

PLEASE RESPOND TO ALL ITEMS ON ALL PAGES

# FUNCTIONS OF EXTENSION ADMINISTRATION

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(Includes all people in Project I plus State Leaders,  
Associate State Leaders and Academic Department Heads)

Deck No. 1

Functions of Extension Administration	I Emphasis should be given function					II Emphasis currently being given function					
	Major	Important	Intermed.	Minor	No	Major	Important	Intermed.	Minor	No	
7. <u>Recruiting and orienting his immediate staff.</u>	5	4	3	2	1	5	4	3	2	1	18.
9. <u>Formulating and defining the purposes and objectives of the organization.</u>	5	4	3	2	1	5	4	3	2	1	20.
1. <u>Evaluating programs and progress made.</u>	5	4	3	2	1	5	4	3	2	1	22.
3. <u>Serving as a public relations person for Extension.</u>	5	4	3	2	1	5	4	3	2	1	24.
5. <u>Reporting program progress and accomplishments.</u>	5	4	3	2	1	5	4	3	2	1	26.
7. <u>Planning broad educational programs.</u>	5	4	3	2	1	5	4	3	2	1	28.
9. <u>Delegating and allocating authority and responsibility.</u>	5	4	3	2	1	5	4	3	2	1	30.
1. <u>Stimulating and motivating the staff.</u>	5	4	3	2	1	5	4	3	2	1	32.
3. <u>Establishing budgets and other formal arrangements.</u>	5	4	3	2	1	5	4	3	2	1	34.
5. <u>Evaluating the quality and quantity of staff performance.</u>	5	4	3	2	1	5	4	3	2	1	36.
7. <u>Coordinating the efforts of staff.</u>	5	4	3	2	1	5	4	3	2	1	38.
9. <u>Developing and maintaining the organizational arrangements.</u>	5	4	3	2	1	5	4	3	2	1	40.
1. <u>Keeping up to date on pertinent new developments and research in the field of administration.</u>	5	4	3	2	1	5	4	3	2	1	42.
3. <u>Other (specify)</u>	5	4	3	2	1	5	4	3	2	1	44.

# APPENDIX TABLE I

FUNCTIONS OF THE COOPERATIVE EXTENSION ADMINISTRATOR IN KANSAS, BY RANK ORDER OF PERCEIVED EMPHASIS THAT SHOULD BE GIVEN, 1964

Functions	Group*	Degree of Emphasis										Mean Wtd. Score	Con- sen- sus		
		Major		Impor- tant		Inter- mediate		Minor		No				Total**	
		No.	%	No.	%	No.	%	No.	%	No.	%				
Stimulating and motivating the staff	Adm.	9	50	8	44	1	6	0	0	0	0	18	101	4.44	50
	DES	6	67	3	33	0	0	0	0	0	0	9	100	4.67	67
	Spec.	61	64	30	32	4	4	0	0	0	0	95	100	4.60	64
	Total	76	62	41	34	5	4	0	0	0	0	122	100	4.59	62
Delegating and allocating authority and responsibility	Adm.	13	72	3	17	2	11	0	0	0	0	18	100	4.61	72
	DES	6	67	3	33	0	0	0	0	0	0	9	100	4.67	67
	Spec.	59	62	28	29	7	7	1	1	0	0	95	99	4.53	62
	Total	78	64	34	28	9	7	1	1	0	0	122	100	4.56	64
Recruiting and orienting his immediate staff	Adm.	12	67	5	28	1	6	0	0	0	0	18	101	4.61	67
	DES	6	67	3	33	0	0	0	0	0	0	9	100	4.67	67
	Spec.	57	60	31	33	6	6	1	1	0	0	95	100	4.52	60
	Total	75	61	39	32	7	6	1	1	0	0	122	100	4.54	61
Establishing budgets and other formal arrangements	Adm.	8	44	7	39	3	17	0	0	0	0	18	100	4.28	44
	DES	7	78	2	22	0	0	0	0	0	0	9	100	4.78	78
	Spec.	60	64	26	28	8	9	0	0	0	0	94	101	4.55	64
	Total	75	62	35	29	11	9	0	0	0	0	121	100	4.53	62

\*As perceived by: (Adm.) Kansas Cooperative Extension administrators, (DES) district Extension supervisors, (Spec.) specialists, and (Total) the combined respondent group.

\*\*Percentages are rounded to the nearest per cent.



APPENDIX TABLE I (continued)

Group*	Degree of Emphasis										Mean Wtd. Score	Con- sen- sus			
	Major		Impor- tant		Inter- mediate		Minor		No						
	No.	%	No.	%	No.	%	No.	%	No.	%					
Functions															
Formulating and defining the purposes and objectives of the organization	Adm.	12	67	4	22	0	0	1	6	1	6	18	101	4.39	67
	DES	8	89	1	11	0	0	0	0	0	0	9	100	4.89	89
	Spec.	56	59	32	34	6	6	1	1	0	0	95	100	4.51	59
	Total	76	62	37	30	6	5	2	2	1	1	122	100	4.52	62
Coordinating the efforts of the staff	Adm.	10	56	7	39	1	6	0	0	0	0	18	101	4.50	56
	DES	4	44	4	44	1	11	0	0	0	0	9	99	4.33	44
	Spec.	51	54	35	37	9	9	0	0	0	0	95	100	4.44	54
	Total	65	53	46	38	11	9	0	0	0	0	122	100	4.44	53
Serving as a public relations person for Extension	Adm.	9	50	6	33	3	17	0	0	0	0	18	100	4.33	50
	DES	9	100	0	0	0	0	0	0	0	0	9	100	5.00	100
	Spec.	49	52	29	31	15	16	2	2	0	0	95	101	4.32	52
	Total	67	55	35	29	18	15	2	2	0	0	122	101	4.37	55
Keeping up to date on pertinent new developments and research in the field of administration	Adm.	7	39	8	44	3	17	0	0	0	0	18	100	4.22	44
	DES	7	78	2	22	0	0	0	0	0	0	9	100	4.78	78
	Spec.	47	49	28	29	15	16	5	5	0	0	95	99	4.23	49
	Total	61	50	38	31	18	15	5	4	0	0	122	100	4.27	50
Planning broad educational programs	Adm.	11	61	7	39	0	0	0	0	0	0	18	100	4.61	61
	DES	4	44	5	56	0	0	0	0	0	0	9	100	4.44	56
	Spec.	42	44	29	31	19	20	4	4	0	0	94	99	4.16	44
	Total	57	47	41	34	19	16	4	3	0	0	121	100	4.25	47

APPENDIX TABLE I (continued)

Group*	Functions	Degree of Emphasis												Mean Wtd. Score	Con- sen- sus	
		Major		Import- tant		Inter- mediate		Minor		No						Total**
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
Evaluating the quality and quantity of staff performance	Adm.	8	44	9	50	1	6	0	0	0	0	0	18	100	4.39	50
	DES	4	44	5	56	0	0	0	0	0	0	0	9	100	4.44	56
	Spec.	40	42	35	37	19	20	1	1	0	0	0	95	100	4.20	42
	Total	52	43	49	40	20	16	1	1	0	0	0	122	100	4.25	43
Evaluating programs and progress made	Adm.	6	33	9	50	3	17	0	0	0	0	0	18	100	4.17	50
	DES	5	56	4	44	0	0	0	0	0	0	0	9	100	4.56	56
	Spec.	39	41	39	41	15	16	1	1	1	1	1	95	100	4.20	41
	Total	50	41	52	42	18	15	1	1	1	1	1	122	100	4.22	42
Reporting program progress and accomplishments.	Adm.	7	41	8	47	2	12	0	0	0	0	0	17	100	4.29	47
	DES	4	44	5	56	0	0	0	0	0	0	0	9	100	4.44	56
	Spec.	31	33	39	41	24	25	1	1	0	0	0	95	100	4.05	41
	Total	42	35	52	43	26	21	1	1	0	0	0	121	100	4.12	43
Developing and maintaining the organizational arrange- ments	Adm.	9	53	4	24	4	24	0	0	0	0	0	17	101	4.29	53
	DES	5	56	3	33	1	11	0	0	0	0	0	9	100	4.44	56
	Spec.	29	31	39	41	24	25	3	3	0	0	0	95	100	3.99	41
	Total	43	36	46	38	29	24	3	2	0	0	0	121	100	4.07	38



# APPENDIX TABLE II

FUNCTIONS OF THE COOPERATIVE EXTENSION ADMINISTRATOR IN KANSAS, BY RANK ORDER OF PERCEIVED EMPHASIS CURRENTLY BEING GIVEN, 1964

Group*	Functions	Degree of Emphasis												Mean Wtd. Score	Con- sensus		
		Major		Impor- tant		Inter- mediate		Minor		No							
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			Total**	%
Establishing budgets and other formal arrangements	Adm.	9	53	6	35	2	12	0	0	0	0	0	0	17	100	4.41	53
	DES	5	56	4	44	0	0	0	0	0	0	0	0	9	100	4.56	56
	Spec.	44	46	35	37	16	17	0	0	0	0	0	0	95	100	4.29	46
	Total	58	48	45	37	18	15	0	0	0	0	0	0	121	100	4.33	48
Recruiting and orienting his immediate staff	Adm.	8	47	4	24	5	29	0	0	0	0	0	0	17	100	4.18	47
	DES	4	44	1	11	4	44	0	0	0	0	0	0	9	99	4.00	44
	Spec.	27	28	37	39	26	27	5	5	0	0	0	0	95	99	3.91	39
	Total	39	32	42	35	35	29	5	4	0	0	0	0	121	100	3.95	35
Formulating and defining the purposes and objectives of the organization	Adm.	4	24	8	47	4	24	1	6	0	0	0	0	17	101	3.88	47
	DES	3	33	1	11	5	56	0	0	0	0	0	0	9	100	3.78	56
	Spec.	22	23	39	41	27	28	7	7	0	0	0	0	95	99	3.80	41
	Total	29	24	48	40	36	30	8	7	0	0	0	0	121	101	3.81	40
Developing and maintaining the organizational arrangements	Adm.	8	50	3	19	4	25	1	6	0	0	0	0	16	100	4.13	50
	DES	2	22	5	56	2	22	0	0	0	0	0	0	9	100	4.00	56
	Spec.	21	22	32	34	37	39	4	4	1	1	1	1	95	100	3.72	39
	Total	31	26	40	33	43	36	5	4	1	1	1	1	120	100	3.79	36

\*As perceived by: (Adm) Kansas Cooperative Extension administrators, (DES) district Extension supervisors, (Spec.) specialists, and (Total) the combined respondent group.

\*\*Percentages are rounded to the nearest per cent.



APPENDIX TABLE II (continued)

Group*	Degree of Emphasis										Mean Wtd. Score	Con- sen- sus			
	Major		Imper- tant		Inter- mediate		Minor		No						
	No.	%	No.	%	No.	%	No.	%	No.	%			Total**	%	
Functions															
Delegating and allocating authority and responsibility	Adm.	5	29	9	53	2	12	1	6	0	0	17	100	4.06	53
	DES	0	0	3	33	6	67	0	0	0	0	9	100	3.33	67
	Spec.	21	22	28	29	36	38	10	11	0	0	95	100	3.63	38
	Total	26	21	40	33	44	36	11	9	0	0	121	99	3.67	36
Keeping up to date on pertinent new developments and research in the field of administration	Adm.	2	12	3	18	8	47	4	24	0	0	17	101	3.18	47
	DES	1	11	5	56	3	33	0	0	0	0	9	100	3.78	56
	Spec.	23	24	33	35	29	31	10	11	0	0	95	101	3.73	35
	Total	26	21	41	34	40	33	14	12	0	0	121	100	3.65	34
Reporting program progress and accomplishments	Adm.	2	12	10	59	4	24	1	6	0	0	17	101	3.76	59
	DES	1	11	6	67	2	22	0	0	0	0	9	100	3.89	67
	Spec.	8	8	43	45	39	41	5	5	0	0	95	99	3.57	45
	Total	11	9	59	49	45	37	6	5	0	0	121	100	3.62	49
Serving as a public relations person for Extension	Adm.	3	18	8	47	5	29	1	6	0	0	17	100	3.76	47
	DES	2	22	3	33	4	44	0	0	0	0	9	99	3.78	44
	Spec.	12	13	37	39	39	41	6	6	1	1	95	100	3.56	41
	Total	17	14	48	40	48	40	7	6	1	1	121	101	3.60	40
Evaluating programs and progress made	Adm.	0	0	8	47	7	41	2	12	0	0	17	100	3.35	47
	DES	3	33	2	22	4	44	0	0	0	0	9	99	3.89	44
	Spec.	15	16	35	37	38	40	7	7	0	0	95	100	3.61	40
	Total	18	15	45	37	49	40	9	7	0	0	121	99	3.59	40

APPENDIX TABLE II (continued)

Functions	Group*	Degree of Emphasis										Mean Wtd. Score	Con- sen- sus			
		Major		Impor- tant		Inter- mediate		Minor		No				Total**		
		No.	%	No.	%	No.	%	No.	%	No.	%				No.	%
Stimulating and motivating the staff	Adm.	3	18	7	41	4	24	3	18	0	0	0	17	101	3.59	41
	DES	0	0	5	56	4	44	0	0	0	0	0	9	100	3.56	56
	Spec.	15	16	30	32	38	40	9	9	3	3	95	100	3.47	40	
	Total	18	15	42	35	46	38	12	10	3	2	121	100	3.50	38	
Coordinating the efforts of the staff	Adm.	5	29	5	29	5	29	2	12	0	0	0	17	99	3.76	29
	DES	1	11	5	56	3	33	0	0	0	0	0	9	100	3.78	56
	Spec.	12	13	28	29	39	41	14	15	2	2	95	100	3.36	41	
	Total	18	15	38	31	47	39	16	13	2	2	121	100	3.45	39	
Planning broad educational programs	Adm.	0	0	7	41	10	59	0	0	0	0	0	17	100	3.41	59
	DES	0	0	4	44	5	56	0	0	0	0	0	9	100	3.44	56
	Spec.	11	12	29	31	41	44	12	13	1	1	94	100	3.39	44	
	Total	11	9	40	33	56	47	12	10	1	1	120	100	3.40	47	
Evaluating the quality and quantity of staff performance	Adm.	2	12	7	41	5	29	3	18	0	0	0	17	100	3.47	41
	DES	1	11	4	44	4	44	0	0	0	0	0	9	99	3.67	44
	Spec.	12	13	28	29	38	40	15	16	2	2	95	100	3.35	40	
	Total	15	12	39	32	47	39	18	15	2	2	121	100	3.39	39	

**THE ROLE OF THE ADMINISTRATOR IN THE KANSAS  
COOPERATIVE EXTENSION SERVICE**

by

**JOHN P. SLUSHER**

**B. S., University of Missouri, 1957**

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**AN ABSTRACT OF A MASTER'S THESIS**

**submitted in partial fulfillment of the**

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## Purpose and Procedure

The purpose of this study was to attempt to define more clearly the role of the Cooperative Extension administrator in Kansas. The role was examined in terms of thirteen major functions, identified from the literature, research studies, and personal experiences of Kansas Cooperative Extension personnel.

Role theory was used as the theoretical basis for the study. The data were collected by the use of a structured, mail questionnaire submitted to all Kansas Cooperative Extension Service administrators, district Extension supervisors, and specialists. Each respondent was asked to indicate his perception of the emphasis each function was receiving and how much emphasis it should receive. The functions were rated on a scale of one (lowest emphasis) to five (highest emphasis). The functions were then ranked by mean weighted score for each respondent group. Methods of analysis used were: rank difference, coefficient of correlation, and coefficient of concordance.

## Results

1. The functions of the Kansas Cooperative Extension administrator, in their rank order of importance, as perceived by the total respondent group were:

Stimulating and motivating the staff

Delegating and allocating authority and responsibility

Recruiting and orienting his immediate staff

Establishing budgets and other formal arrangements

Formulating and defining the purposes and objectives of the organization

Coordinating the efforts of staff

Serving as a public relations person for Extension

Keeping up to date on pertinent new developments and research in the field of administration

Planning broad educational programs

Evaluating the quality and quantity of staff performance

Evaluating programs and progress made

Reporting program progress and accomplishments

Developing and maintaining the organizational arrangements

2. There was a general lack of agreement among the respondent groups concerning the emphasis that should be given the functions of the Cooperative Extension administrator in Kansas.

A general, but not high, agreement existed among the respondent groups regarding the relative amount of emphasis that was currently being given the functions by the administrators.

The greatest amount of disagreement was found between the administrators and district Extension supervisors. The highest agreement was between the specialists and supervisors.

3. The "should be" and "currently being" rankings of each group were compared to obtain an idea of how well the administrators were meeting the expectations of the groups. None of the "position" groups felt the proper emphasis was being given the proper functions.

4. There was a greater degree of consensus within respondent groups about the emphasis the selected administrative functions should be given than about the emphasis currently being given them.

5. The study indicated that the only variable having an important relationship to the respondents' rankings was that of educational degree held.

There was disagreement between respondents with Ph. D. degrees and those with M. S. or B. S. degrees in their rankings by "should be" emphasis. There were no important associations between rankings and the variables of age, county experience, present position experience, induction training, and Extension education course work taken.

### Recommendations

1. Further study should be undertaken to determine the viewpoints and expectations of the immediate "superiors" of the Kansas Cooperative Extension administrators to complete the expectations important to the definition of the administrator's role.

2. There should be some provision made for more open and effective communication between the respondent groups of the study.

3. The role of the administrator in the Kansas Cooperative Extension Service should be defined as completely as possible and included as a part of overall position description of the organization. It should also be included as a part of the induction training program.





